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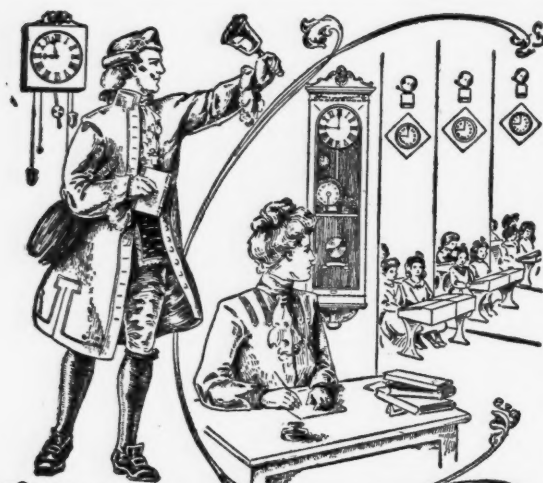
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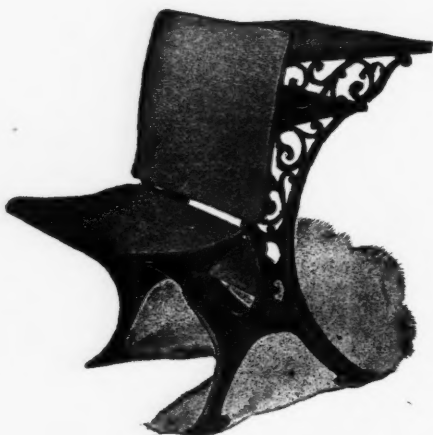
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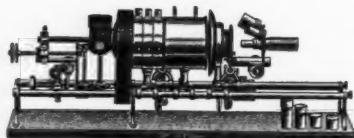
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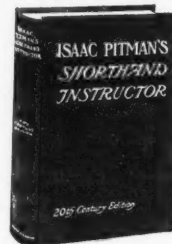
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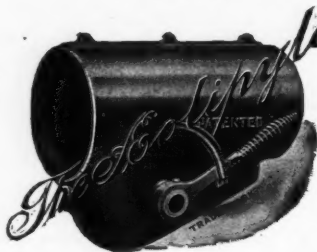
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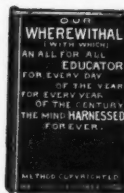
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A Weekly Journal of Education.

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For the Week Ending February 6.

No. 6

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## The Public School Curriculum. II.

By Pres. Homer H. Seerley, State Normal School, Cedar Falls, Iowa.

Free, untrammelled teaching, unrestricted as to curriculum, as to methods, as to stages of progress, is much to be preferred to a license system which sets a large premium upon mediocrity and uniformity by idolizing meager preparation, little experience in life outside of text-books, and conditions that doom the school to helplessness and worthlessness before a lesson is taught. There is great need for encouragement—not for repression. There should be the right of discovery and extension, not the lassitude and the depression of limitations such as restrictive legislation makes necessary.

The proper place to teach literature and develop a taste for the best in thought and language is in the grammar grades. But to secure attention to this so as to secure recognition for the English language at its purest and noblest, seems impossible as the legal fossilization rejects the claim without delay. The pupils of the public school do not have a chance to get into familiar touch with literature because the curriculum is now so crowded with the standard and required, that there is neither time nor disposition to enrich the instruction by a healthy change. Good reading of the best in literature finds the child ready for it during the grammar and early high school grades, but to have the privilege means to take it at odd hours and to touch the forbidden fruit. Even teachers do not value literature. They are not ashamed of their ignorance in this respect as long as they are able to get a first class certificate in the branches required by the law as essential. What is true of literature is also true of elementary science, nature study in all lines and other kinds of school work that are not placed on the statute books of the state by the legislature.

There is, therefore, an extraordinary waste of time in trying to teach the unfit and the unprepared in age and mental development. There is no use to deny the fact that most of the exercises imposed upon the sixth, seventh, and eighth grades are not the kind of studies in either substance or method of treatment that is adapted to the character of the minds of the children, the standard of the power of thinking that is able to be given, or the taste and interest of such pupils. There is need then of great abridgment and great enrichment and there is no use for people to be satisfied with conditions as they are and declare any one an iconoclast who tells the plain truth regarding these serious matters. This waste of time in the life of the child is the greatest extravagance because it makes a bad use of the talent and the power of both teachers and pupils, because it costs the people a large amount of money to maintain without giving a fair equivalent in education and training and because it takes from the pupils the opportunities they need to accomplish what is really very important and desirable to attain. This waste occurs also in many places in the lower grades and also to some extent in the high school by requiring so much marking time, when there is apparent great activity without any manifest progress, and when there is also developed a disgust for school discipline and school work which destroys interest in intellectual things and finally compels an abandonment of the school in order to enable the pupil to find

something in other employments or business which actually appeals to his true nature and heart and gives him realities instead of symbols and spirit in effort rather than credit marks upon the books of the office. It is not the pupils' fault if they wish to quit school, if they make life hard for their teachers, if they give their parents worry and contest to keep them at their studies, because they are not taken into consideration very much in the management of the system, and their tendencies, likes and dislikes, interests and ideals are entirely forgotten when the table of the program of studies is set, while they are compelled to endeavor to digest a daily diet which is entirely inappropriate and unfit for their appetite or their digestive powers.

This state of affairs is a condition and not a theory. The teachers are continually compelled to deal with a proposition which taxes to the limit their ingenuity. They are not consulted regarding the subjects which they must teach their pupils either as to their unfitness because of complexity or incongruity. The schedule is put down before them with complete plans and specifications. This work must be done in some way and it is the teacher's problem to accept the plans and specifications and invent a method whereby these unfit and unappreciated subjects can be taught to a child before his mental development enables him to comprehend or assimilate them. Hence, there are many methods devised which are fearfully and wonderfully made and which show marvelous ingenuity and ability as inventions and schemes of instruction. Their wonderfulness is past finding out and highly creditable because they show what teachers are capable of doing if they had half a chance. Such are the methods of teaching percentage to seventh-grade pupils when the subject is given them four years before they are mentally ready for the intricacies and complexities of its various applications. Such are the methods of teaching proportion and other advanced subjects which are really more difficult than either much of algebra or much of geometry. Such also are the types of primary school number teaching where a method is devised to enable the child to perform computations worthy of an adult, were the exercises accomplished by comprehending the propositions of actual arithmetic. It is falsely assumed by those who fail to think out these problems of mental adaptability that the reason and judgment are actually being trained and that children so instructed will not need to study arithmetic hereafter by the difficult processes of thinking used by previous generations. This is a vain hope and will easily be dispelled by all who follow up these cases to the end, as the seeing process of solving problems thru objects and things and ratios is not the same as the thinking process used in adult life in all arithmetical calculations. What is true in regard to teaching arithmetic before its proper time is also true to some extent in regard to other subjects found in the present day curriculum. The teacher is compelled to invent devices, methods of illustration and peculiar plans to enable the mentally unprepared to seem to accomplish work that is beyond their years. The teacher's business under the contract is not to call anything into question as to the

propriety or suitability of the mental diet thus served, for the teacher's real province is to invent a way that will be pleasant and attractive and will be such whereby the children to be instructed may take their daily doses of unpalatable food without making too wry a face or without expressing a proper contempt for a civilization which compels unreasonable and unwise treatment in the training and development of human beings.

Such a discussion is sometimes called pessimism by the thoughtless and the extremely conservative, but it is in reality the purest optimism. There are well qualified

persons who refuse to tell the truth even as they know it about such a popular and idolized institution as the public school for fear they may be misunderstood. But the true friend of public education cannot afford to stand back and decline the responsibility when he can plainly see that sensible modifications in the curriculum would mean a greater and grander life to many who are pupils in the schools and who ought to know the realities of education in the grammar grades, and not be necessarily postponed until the last years of the high school or the early years of the college.

## The Girl in the Home:\*

### *A Grammar School Course in Domestic Economy.*

AN OUTLINE OF WORK FOR GIRLS IN GRADES 7A, 8B AND 8A, IN THE SCHOOLS OF HELENA, MONTANA.

(Time, two and a half hours a week.)

One great problem of education is to teach boys how to support the home, and girls how to make a home.

The accompanying outline has been prepared and is submitted in the hope and with some expectation that, if intelligently and conscientiously used, it may result in a better appreciation of home-life by the girls of Helena,—may make home the center of their thoughts and interests; that it may give them some knowledge and skill in the art of home-making and house-keeping; and as well, give them a better knowledge of themselves and their relation to society.

#### What A Girl Needs to Know.

##### I. IN RELATION TO HERSELF.

1. *How to make and care for her own wardrobe.* Selection of material; taste in dress; how to dress for different occasions; health in dress; simplicity. Importance of repairing; making over; cleaning clothing; removing spots, dusting. A girl's work-basket—what it should contain and how to keep it. Laundering—washing (use of washing-powders, soap, blueing, etc.), starching, ironing, folding, airing.

2. *Care of her person*—neatness, healthfulness, attractiveness; care of nails, teeth, hair; bathing; toilet articles—selection and care; use and abuse of perfumes and cosmetics.

3. *A girl's room*—convenient, attractive. What it should contain; how arranged, decorated, and cared for; sweeping, dusting, airing.

##### II. IN RELATION TO THE FAMILY.

1. Privileges and duties of a daughter. How to lighten a mother's labor and care. Value and necessity of knowing how to care for a household. System, planning.

2. Her relation to brothers and sisters. How to make home attractive to the boys. High ideals of woman. Need of self-denial. Sharing pleasures and burdens.

3. Bread making; tea and coffee as beverages; marketing; study of raw material; arranging simple menus.

4. The dining-room; the table, its arrangement and care; care of silver, cleaning; table linen; serving.

5. Nursing; care of sick room; what to do in emergencies—fainting, ordinary wounds, burns, bruises, accidents.

##### III. IN RELATION TO HER FRIENDS.

1. The true basis of friendship; selecting friends. Balancing of home and social duties.

2. Social life. Different kinds of gatherings; receiving and entertaining. Duties of hostess, of guests. Social functions, invitations, acceptance, declination.

3. Conduct on the street; at public gatherings.

\*This unique outline of a course of training girls in home making is well worth the careful attention of educators. Superintendent Condon has here attempted the solution of an important problem. The result is an excellent piece of work.

##### IV. HOME DECORATIONS.

Fitness, usefulness, simplicity, harmony, beauty; making the most of a little. Cultivation of flowers.

##### V. OCCUPATIONS.

Possible ways of earning money while at home. Industry; economy of expenditures.

##### VI. COMPARISONS.

Homes of other lands and other times considered, and compared with the American home.

##### VII. RIGHT HABITS.

Importance of formation of right habits of conduct; care of health; a true life.

#### Suggestions for Using the Outline.

Do not attempt the whole outline at once, nor in just the order of topics given above. Let the girls of each room organize themselves into a club, select officers, appoint committees, and conduct their meetings in accordance with simple parliamentary practices, changing officers and committees frequently that a larger number may have a chance to serve. The committee in consultation with the teachers will arrange for each meeting a program including various topics from this outline, and other related topics. Don't scatter your energies. Aim at a definite result and keep at it till you hit the mark.

If the subject is to be taught in such a way that there shall result from it more vital living, it should be made *real*. To this end there must be established a closer union of home and school. The home must be brought into the school, the school is to go into the home. They are not to be considered as separate, but as parts of one plan of instruction. Teachers and mothers must come to know each other, must consult and must co-operate to the same end.

Not only is what is taught in the schools to find its application in the home and in society, but much of the teaching will be done thru the home and society.

Necessarily some of the instruction will be given by the teacher in talks and in essays and discussions by the class; in the study of magazine and book articles and illustrations, but this instruction and discussion must be closely connected with the doing of the things taught; in actually performing the work—not as school exercises, but for a real purpose.

The needle work should occupy about one half of the session. For this work, see separate outline. Visits should be made to dry goods and millinery stores, for the purpose of examining material, learning the cost and the amount needed for different articles of clothing.

Visit furniture stores, markets, and grocery stores to examine and price the various articles under discussion.

Visit public buildings—especially the Capitol—to study the color scheme used in the decorations and furnishing. When the convenience, decoration, and arrangement of a girl's room is under discussion, spend the afternoon at the homes of some of the girls who are willing to show how rooms may be simply and tastefully

arranged. Many mothers will be willing to place their homes at the disposal of the class for an afternoon for purposes of demonstration and work in the kitchen, laundry, or dining-room.

At other times the problem of arranging the furnishings and decorations of the school-room may be practically considered. The girls should also formally invite their mothers and friends to their school-room, receiving,



Supt. R. J. Condon, Helena, Mont.

entertaining, and furnishing light refreshments. Occasionally the teachers will receive the girls at their homes.

Simplicity, genuineness, and the fact that all right conduct and true courtesy spring from right motives and genuine kindness should be emphasized thruout all the teaching. "True worth is in being not seeming." Remember that *education comes largely thru action, and that conduct makes, as well as exhibits, character.*

Find or make opportunities for vital instruction thru the exercise of right conduct in connection with each subject of instruction; *right thinking* and *right being* will result from *right acting*.

The accompanying list of books and magazine articles will be found useful and suggestive of others of a similar nature.

RANDALL J. CONDON,  
Supt. of Schools.

Helena, Montana.

#### REFERENCES.

##### Books.

"Making Home Happy." Avery-Stuttie	\$ .50
"Sunshine at Home."	1.00
"The Art of Good Manners." Dare.	.50
"What a Young Girl Ought to Know." Wood-Allen	1.00
"Nineteen Beautiful Years." Williard	.75
"Winsome Womanhood." Sangster	1.25

The above books are published by the "American Mother Co.," Battle Creek, Mich.

"Our Business Boys and Girls; Art of Good Manners." Clark-White.

"Helps for Ambitious Girls." Drysdale.

"Go Right On, Girls." Ryder.

"The Five Talents of Woman." Hardy.

"Chats With Girls on Self-Culture." Chester.

##### Magazine Articles.

Girl's Life Eighty Years Ago. *Scribner*, M.2. 67, 169.  
Home—How it May Help the Teacher. *Education*, 21, 292.

Home Life, American and English. *Gilman*. *Outlook*, 59, 174.

Girl's Life in the Eighteenth Century. *Cosmopolitan*, 30, 502.

Memories of an Early Girlhood. *Independent* 55, 1071-5.  
How I Devised an Attractive Kitchen. *Ladies' Home Journal*, H. J. 20, 20.

What One Hundred Girls Would Like to Be. *Ladies' Home Journal*, 20, 3-4, Jan.

The letters and figures refer to Poole's Index.

## Preserving a Botticelli.

A wonderful operation in the way of preserving works of art has just been carried to a successful completion on some paintings belonging to John Hay, secretary of state. The process was a most delicate one, requiring persistent effort and the most scrupulous care and watchfulness for a year. The two paintings were by Botticelli, or his famous master, Fra Lippo Lippi, the Carmelite. Both are 400 years old and are worth a prince's ransom. Both works are panels, and it was thru the cracking of the wood, due partly to age and partly to the effects of our variable climate, that the destruction of the paintings was threatened. Both pictures developed cracks on the reverse side of the panel that threatened to increase, and, in time, break thru the painting itself, thus destroying its beauty.

So the operation was decided upon. It was to separate completely the painting proper, that is, the paint itself, from the wood upon which it had been placed 400 years ago, without in any way injuring or permitting it to be scratched, rubbed, cracked, or bent. To shave off the paint without injuring the picture was manifestly impossible, for it would have broken of its own weight if once lifted from the backing. It was, therefore, necessary to attack the backing and work down until the paint was reached. The story of the accomplishing of this purpose is an interesting one.

Over the painted surface were placed hundreds of tiny slips of the thinnest tissue paper, these being held to the paint by a watery paste, with just enough adhesive power to make the tissue stick. The slips of the first layer of tissue were pressed down and worked so as to conform correctly to what may be described as the paint wrinkles. More slips of paper, hundreds more, were pasted over the first layer, and the fingers and thumbs of the operator molded them into and over the reliefs and the depressions which the foundation slips had followed. Then more slips, then larger sheets of the tissue; a great thickness of them, each carefully placed, were pasted and worked over. This done, the panel was lifted, reversed, and the matrix of tissue placed upon a prepared foundation of more sheets of the same thin material.

The delicate work of removing the wood from the sheet of paint was now begun. The operation was performed almost entirely by the use of sandpaper, but it was a tedious process to rub away nearly an inch of wood. Months of work brought the operator near to the paint, and the most scrupulous care had then to be exercised. As the wood was reduced the polishing process became slower. Finally, only the thinnest possible sheet of wood, thinner even than the paint adhering to its under side, remained. This was the crucial test. A too vigorous rub, a slip of the hand, a failure to perceive instantly the first appearance of the paint and coating, might have proved fatal to the whole work. But care, patience, keen eyesight, and steady nerve triumphed, and the last vestige of wood was resolved into powder, leaving only a thin layer of paint lying in a bed of tissue paper.

It was next necessary to secure the paint to a firm substance before it could be moved. After smearing it carefully with some adhesive substance the operator laid on a backing of heavy stiff linen canvas, and the picture, matrix and all, was set away to dry. When it was regarded as safe to move the painting, the removal of the tissue paper was begun, another long and delicate operation. The painting was found to be unharmed by the operation to which it had been subjected. The colors had been preserved and there was no rubbing away or searing of the paint.

The Lick observatory expedition in Chile has found a remarkably perfect specimen of the ichthyosaurus, near Coquimbo. The significance lies in the fact that South America has never been known to furnish any specimens of prehistoric silurians.



# The Professional and Financial Side.

By William McAndrew, New York.

## The Rating of Teachers.

With the establishment of schedules of salary and increases, a record of our service has risen to an importance unknown before. Roosevelt, Gage, and all whose writing on pay and promotion I have seen, emphasize the necessity of making increased wages produce better service. Mere length of experience as the deciding fact they oppose.

We cannot afford to take any but an advanced position when confronted with the question, "What do the taxpayers get, for the increase of pay?" It is not enough to say that the additional experience is worth the extra money. The payers want to be guarded against takers of salary who are willing to deteriorate when they feel safe in their places. It is not enough to say increased salary will of itself make service better. Everybody knows of cases where more money has made service poorer. It is for our interest to support the best scheme presented for insuring the payment of increases only to teachers whose work deserves it.

I do not know that the best system of rating teachers is the best scheme for insuring this.

I do not know any authority on the rating of teachers. All the papers I have heard or read on the subject, from Superintendent Soldan's in 1898 to Superintendent Chickering's the other day, express a disinclination to claim for the systems discussed more than that they are the best the writer has been able to devise, imperfect tho they are. Quite considerable in number, requests have come to THE SCHOOL JOURNAL to take up this question and discuss it. Do so, you who have opinions on it, especially those who take what the late John Gallagher used to call a worm's eye view of it, not from above but from below. What is given here to start the thing along is only a selection of suggestions picked up in New York, Brooklyn, Newark, Albany, and St. Louis, thru kindness of the readers of this paper who have sent opinions.

No supervisor has been heard from who recommends the omission of a rating system, except a few good peppery Newark principals who have set themselves manfully against the whole idea as too imperfect, unjust, and mechanical to have a place in a live school system.

Every man in favor of a rating system claims that it is for the purpose of increasing the efficiency of the schools.

When I began to teach, everyone of us did about as he pleased. The man who taught the highest class, drew the most pay, and thrashed the boys who were too big for any other man or woman in the school was called the principal teacher, or, for short, just,—principal. If I was a poor instructor nobody thought he could help it. In fact the belief in those days was that teachers were born. By degrees educational leaders have come to claim that there is a science of teaching. They hold that skill in it can be taught. They put a man thru a course of it and then give him a school and say: "Here's your organization, your equipment, your workers; the raw material will be here next Monday; perfect it, finish it; educate it." Division of labor, specialization of work, expert supervision, all the features of factory development, of managing work in large quantities have become features of education. The individual, all-round teacher has disappeared; the school system, with emphasis on the last word, has become the real thing. The head of the system, like the head of every system, is expected to get the greatest efficiency out of it. He has to define the work, illuminate it, keep the conception of it vivid and distinct and see that the hired men and

women do a day's work each day and direct such work in the line of the general policy laid out by him. The principals of schools are resident agents of the superintendent, each in charge of one unit of the system; each is expected to define the work, illuminate it, keep the conception of it vivid and distinct and see that the hired men and women do a day's work each day and don't scatter their effort all over the field of human endeavor. This bald and direct description of a modern school system I took down from the lips of one of the framers of the educational chapter of the city of New York. Every book or article on school supervision that I have seen amounts to the same statement. Academic freedom in a school system is a myth. Payne says the type of school organization must be military; plans and commands coming from above; obedience and co-operative action marking the work of subordinates.

If a principal is going to administer his school so as to concentrate its powers upon the task set him to do, he must inspect and correct teacher's work. His most important function seems to have passed from direct service in teaching children.

The schools have grown so large that he doesn't even know their names. He can reach them now only by his influence on his assistants. He is expected to test the result of teachers' work—this was the main and almost the only basis of rating teachers at the start. Mr. Soldan, Mr. Maxwell and others have so pointedly shown the narrowing effects of this kind of inspection that it has been lessened a great deal, while observation of the teacher's manner of work has been increased. Everywhere the direction of superintendents has been to principals, "You must go into the class-rooms more. It is not enough to have teachers' meetings and to agree upon what is to be done. Get into the classes and see that it is being done and done right."

This raises the question, "What do you mean by 'right'?" It has forced superintendents in every city to formulate and to codify the essential qualities of good teaching. The first efforts of this kind are staggering in their completeness. I have before me a large folio sheet: "Observations concerning their teachers and their work," four pages of finely printed matter covering 340 items of good teaching from "books and materials neatly arranged on desk," to "a broad professional spirit." From the suggestions of heads of departments and teachers I collated fourteen points to note in class visits and sent them to the gentlemen named below.

Mr. Gove thought the list too elaborate. He preferred for himself no formal list, only such private memoranda as he made after visiting a class. Mr. Nightingale thought the list too full. "Too detailed a statement is stiff and artificial." When he visits a room he takes in the general situation, the atmospheric influence of the teacher and the general interest of the pupils. Mr. Greenwood thought there was too much splitting up in my proposition. He found five points fairly good: Appearance of room, discipline, instruction, recitation, teachers' influence; but thought it might be too general. Mr. Gilbert thought fourteen points too analytical. Mr. Bright wanted merely a concise detail under two heads: teaching and management. Mr. Irwin Shepard suggested combining the fourteen points into three or four. Mr. Maxwell saw value in having an eye open for as many as fourteen good points of teaching, but he doubted the wisdom of making an entry after each one every time a class was visited.

This seems to show that the present view of superintendents favors a few broad qualities rather than many in detail. The points of merit which the New York city board of superintendents agreed to have observed and



rated were five: teaching ability, scholarship, effort, personality, and control of class. In June, 1902, Superintendent Maxwell gave extended suggestions to principals as to the elements involved in the qualities mentioned. Teaching ability includes exposition, pupils taking more and teacher less, training in good mental and moral habits, apperception, questioning, illustration, use of blackboard, and cultivation of power to study. Scholarship includes knowledge of special subject, general knowledge, accuracy, and use of current history. Effort includes actual class-work and general self-improvement. Personality includes neatness and appropriateness of dress, use of voice, sympathy for children, decision of character, health, and self-control. The superintendent made clear that this was a suggestive, but not an exhaustive analysis of a good teacher, and that the general estimate of a teacher's ability should not be a slavish or mechanical computation of minute averages.

How to condense the result of observations for purposes of record seems to have perplexed more than one head of a system. Mr. George Carman is of the opinion that the principal of each school should add as many points as he needs. Sometimes the improvement of penmanship or of voice, or of blackboard work, or of punctuality thruout a whole school is materially helped by detailed instructions at teachers' meetings, followed by systematic inspections and records long enough to enable the master to locate the strong rooms and weak rooms and to concentrate his help upon the latter. The summary of these campaigns need not go to the superintendent unless asked for. All seem to agree that the preservation of data from which the final ratings are made is valuable for reference, for defense of a rating, and for the prevention of imperfect judgment based on only the last impression. In the Brooklyn system, the authorities used to prefer complete sentences on the various points, avoiding the use of arbitrary terms like "good," "fair," etc. The accumulation of records of thousands of teachers and the necessity of quick reference seem to have compelled a more concentrated report. Mr. George Davis thinks the extended explanations of principals should be kept in their own files and not sent to headquarters. The final official records should be without explanations and absolute. No one who has followed the recent libel suit of a teacher, protesting against the principal's rating, can fail to see the advisability of keeping sufficient memoranda of details to convince a jury of, at least, a reasonable number and carefulness of observations.

But the whole thing, into however minute details you analyze it, reduces to a matter of personal judgment. Here seems to be its annoying weakness. From a few sample recitations can you fairly judge a teacher's entire year? The poorly rated teacher strenuously says, "No." As Mr. Soldan says: "Every unfortunately incompetent teacher has her estimable, social, or other qualities quite separate from her professional shortcomings. In not a few cases inefficiency goes with her own fixed conviction of her personal ability. The person chiefly concerned is not in a condition to realize that she is inefficient." Who of us is? We think we have done the best we know how. The one who rated us convinces himself that no emotional bias of his has entered into his judgment, but our feelings color the entire report about ourselves. We are hurt, indignant, resentful. We sting under the injustice, prejudice, or lack of sympathy of the reporting officer. We lay his act to some petty misunderstanding in the past, to religious bias, to jealousy, to small animosity, to an old grudge. "A thoroly unsatisfactory report subjects the principal to the charge of ungallant injustice to a woman who depends upon her work for a living." Here is where the long-lived notion comes out that the school is for us and not for the people.

So bitter are such occurrences that no one will disagree with Mr. Soldan that a principal should have for every case reported inefficient, ample, and detailed proof of hav-

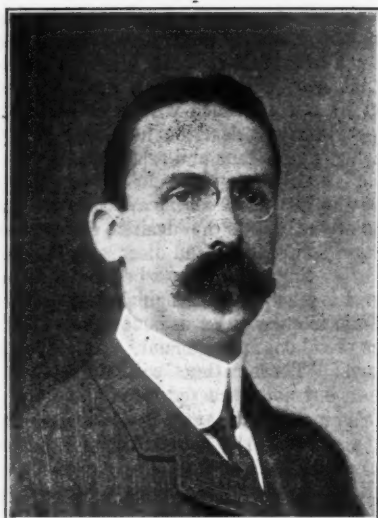
ing communicated the report of deficiency to the teacher when it was noted, and of having given her opportunity and assistance to correct it. Mr. Maxwell goes farther and says that every extended class inspection ought to be followed by a conference with the teacher in which she has opportunity to describe her aims and purposes and to receive suggestions and assistance. The critical part of such a conference is its close, when the principal should have the last word and leave positive and clear impressions of the points he desires emphasized. The time for these conferences and discussions is during the term, not after the ratings have been sent to headquarters and to the teachers. Principals agree that a discussion of marks once given is among the most fatuous experiences of school management. As Superintendent Richman says: "These ratings will be explained if they are not clear, but not discussed."

Some principals decline to receive any comments, queries, or arguments regarding ratings otherwise than in writing. This tends to keep the matter on an exact, business-like, and unemotional basis. I know a principal who sends out the ratings to the teachers two weeks before he reports to the superintendent. He invites each teacher, unsatisfied with her marks, to record and return next day reasons, if any, why she regards the ratings as incorrect. He will have no emotional outbreaks by word of mouth. I have found that the low ratings do not cause the most trouble, because a man naturally has an array of facts ready to defend those. It is the women marked meritorious who wish to be called "more meritorious" that eat their hearts out.

Troubles of this sort are being helped by the reduction of the number of grades in which a teacher may be marked. The old system had ten groups of standings and used numerical markings. Mr. Shepard prefers four:—A, B, C, D. This is the present New York grading. A and B are meritorious; C and D are non-meritorious. The teachers who feel most hurt are the B's. Those of us who never, as pupils or teachers or principals, got into the "A" division cannot understand this feeling. It doesn't make any difference with one's promotion, salary, friendships, or service whether one is "B" or "A." Furthermore a "B" leaves always a healthy stimulus for advancement. Washington, Jefferson, Jackson, Lincoln, Grant, and our most charming intimate friends were officially rated "B" and so rated themselves. I have been in the habit of inviting all teachers who think they should be marked "A" to submit briefs of their arguments for it. As far as the effect upon the school is concerned I should like to rate all women teachers "A," but my official supervisor will not let me. He says it would violate grammar and logic, because "A" in the by-laws is translated "superior" and how can one be superior unless there is something in the same class to which she may be compared? So the city superintendent's directions emphasize that this should be a "reserved" mark, used for a "small minority" representing "conspicuous ability."

One of the Newark principals asks what is the use of it at all? Why split hairs? If the only thing the law requires is to know whether a teacher is fit and meritorious or not, why do you have more than two classes: fit and non fit. *Doctor nascitur non fit*. Why indeed? Principals would grow old less rapidly if the administration would continue the work of simplification by reducing the ratings of teachers so as to agree with the simple requirements of the law, and call upon us for one of two statements: satisfactory or not satisfactory. All the principals I have talked with would welcome this as a reform. The present strife for an "A" is unworthy of the real educational spirit.

The principal's and teachers' efforts to improve the school would be purer if this duty of dividing his meritorious helpers into what they regard as sheep and goats were spared to him. What conservative principals describe as the "horror of the marking season" would be vastly diminished, and an irritating and unnatural



Dr. James P. Haney, Director of Manual Training,  
New York City.

obstacle between a teacher and service for service's sake would be removed. Every broad-minded person wants to be liable to a sure correction for inefficiency; the non-meritorious mark is maintained for that purpose, but meritorious persons of mature mind are not assisted by division into superior and otherwise. The whole rating system is confessedly artificial and unpopular with teachers and principals. Let us slough off all of it except the necessary parts.

From the letters of THE SCHOOL JOURNAL's correspondents I am inclined to think the superintendents in various cities are coming to a reduction of the number of grades of excellence. Mr. Chickering's discussion of the subject frankly states the difficulty of dividing the meritorious into classes. An irritating fact which will drive authorities into the reduction of the divisions is the impossibility of getting the different examiners to rate the same teacher in the same grade. One Brooklyn woman rated in three successive terms, each time by a new principal, stands B, A, B plus. When there were five divisions of merit, women transferred from school to school would jump from the lowest to the highest without turning a hair. Superintendents and principals were known by the teachers as "close markers" or as "easy marks."

In two schools of equal grade whose teachers were chosen from the same lists at the same time, the principal of one marks eighty per cent. of his teachers "A;" the principal of the other bestows this compliment on ten per cent. of his. Nearby a principal says, "I mark no teachers higher than 'B.'"

In the suit of Walker vs. Best and Maxwell "Superintendent Campbell testified that the 'v. g.' had a special meaning but he was not allowed by the court to explain it." This was a severe blow to many teachers, for it has been hard to discover whether there was any uniform agreement among the superintendents as to the meanings of the marks.

It is quite common for the district superintendents to copy the principal's marks and after walking thru the class-rooms to submit the ratings to the superintendent as copied. In a previous New York administration the markers were instructed to take memoranda of previous marks and to avoid discrepancies. All these things show the difficulties in trying to maintain elaborate and multiplied distinctions when the judgment of 500 markers is involved. Up to date the rating system has not commanded much respect. It has called for unnecessary work, established distinctions hard to justify, and unnecessarily promoted jealousies and the idea of favoritism. If the rating system is a device to increase efficiency, it must be carefully directed to that end. You

cannot set it going and go off and leave it. If it has unnecessary features which do not increase efficiency but decrease it, they should be lopped off.

This essay seeks to show that some system of rating is postulated by improved salary schedules and by the present factory type of school management in the United States; that the reform of the rating system is toward greater simplicity and that a reduction of the grades to satisfactory and unsatisfactory would improve the spirit of the schools.

THE SCHOOL JOURNAL invites a free expression of opinion upon the subject.

### A Teacher's Reading for 1903.

A year ago I published a list of books that I had read during 1902. The article was published anonymously in a teachers' journal. That it proved of some interest was evidenced by the fact that other periodicals copied it. I now publish the list of 1903. The making of this list was done in the first place to see how much I would read in a year. My experience is that I read less than I would think I had read had I not kept an accurate list. I also find that the knowledge that I am going to put on record what I have read makes me just a little more particular as to what I read. I also read many articles from the current magazines. Into my home come several religious weeklies; three or more school journals; several secular weeklies; also *Harper's*, *The Atlantic Monthly*, *The Contemporary Review*, *The North American*, *The Literary Digest*, and *The Century*.

I present the list in the order in which they were read:

Ohio.

C.

- 1 The Conqueror—Atherton
- 2 Emmy Lou—Martin
- 3 A Rambler's Lease—Torrey
- 4 Prose Fiction—Perry
- 5 Art of Debate—Alden
- 6 Addresses—P. Brooks
- 7 King John—Shakspeare
- 8 King Richard II.—Shakspeare
- 9 Henry IV., part 1—Shakspeare
- 10 The Phaedo of Plato
- 11 Henry IV. part 2—Shakspeare
- 12 Henry V.—Shakspeare
- 13 Henry VI. part 1—Shakspeare
- 14 Buckle's History of Civilization in England, Vol. 1
- 15 The Simple Life—Wagner
- 16 Henry VI. part 2—Shakspeare
- 17 Jesus' Way—Hyde
- 18 The Unspeakable Scot—Crosland
- 19 Talks to Young Men—Sperry
- 20 Henry VI. part 3—Shakspeare
- 21 English History in Shakspeare Plays—Warner
- 22 The Amazing Marriage—Meredith
- 23 Henry VIII.—Shakspeare
- 24 The Little White Bird—Barrie
- 25 Jude the Obscure—Hardy
- 26 The Virginian—Wister
- 27 Cymbeline—Shakspeare
- 28 Herod—Phillips
- 29 Paola and Francesca—Phillips
- 30 My Literary Passions—Howells
- 31 Prometheus Unbound—Shelley
- 32 Little Journeys—Famous Women—Hubbard
- 33 Lounsbury's Chaucer—Vol. 1
- 34 Teaching of English—Chubb
- 35 Little Journeys—Great Men—Hubbard
- 36 Lounsbury's Chaucer—Vol. 2
- 37 Notes on the Shakspeare-Bacon Question—Allen
- 38 Sartor Resartus—Carlyle
- 39 Colombe's Birthday—Browning
- 40 Education and the Larger Life—Henderson
- 41 Froude's First Forty Years of Carlyle Vol. 1
- 42 Froude's First Forty Years of Carlyle Vol. 2
- 43 Froude's Carlyles in London Vol. 1
- 44 Froude's Carlyles in London Vol. 2
- 45 Julius Caesar—Shakspeare
- 46 Macbeth—Shakspeare
- 47 Hamlet—Shakspeare
- 48 Paracelsus—Browning
- 49 Sesame and Lilies—Ruskin
- 50 Virginius Puerisque—Stevenson
- 51 Schopenhauer's Essays—Partly
- 52 The Lightning Conductor
- 53 Tennyson's Poems
- 54 Genung's In Memoriam
- 55 Extemporaneous Oratory—Buckley



## Public School Instruction as to Physiological Action of Alcohol. IV.

By a Committee of Eleven State Presidents of the W. C. T. U., on January 9, 1904.

Reply to the physiological sub-committee of the committee of fifty, reported for adoption to the convention at Cincinnati, Nov. 18, 1903.

### Criticisms on Indorsed Physiologies.

We have already examined and found groundless the committee's criticisms of the present system of temperance education as a whole. Next will be considered their charges against the indorsed physiologies. As already stated, the committee claim to base their criticisms upon comparison of these books with medical works, and upon the testimony of foreign and American physiologists.

Doubt is raised as to the fairness of the comparison between the medical college text-books and those used in the public schools by the statement that they (Drs. Bowditch and Hodge) "shall make but little reference to recent investigations which have not yet found their way into standard text-books, these being fully considered in other reports."

Accordingly, we find the public school text-books compared, for the most part, with old medical works, and not with the results of late investigations, such as those reported by Professors Abel, Chittenden, Abbott, and others contained in this very report of the sub-committee.

It has been said that the experimental investigations made by these men were undertaken to test the accuracy of the public school text-books. If this is true, why are not the statements in the school text-books compared fairly with the results of recent investigations instead of with opinions which, in many cases, were old, discordant, or unsupported by such investigation?

### The Fundamental Question.

The special topic in the indorsed books chosen for criticism is what the committee term "the fundamental question of the food value of alcohol and its influence upon the processes and organs of digestion." They compare the teachings of the school physiologies on this point with the teaching of what the committee term the "standard text-books used in medical colleges." On this subject they divide physiologists into three groups:

1. A group more or less strongly opposed to any use of alcohol as a food or with food.
2. A group in favor of the use of alcohol with food, but maintaining that its classification as a food is not clearly established.
3. A group who "evidently consider recent discussions as to the food status of alcohol unnecessary quibbling. For them the evidence is sufficient to pronounce alcohol in moderate quantities a food."

The first group of physiologists who take ground more or less strongly against any use of alcohol as food or with food, they designate as "a small group," and the same gentlemen are referred to as "more or less actively interested in the cause of reform in the use of alcohol," as tho such interest minimized the value of their evidence.

It would be quite as reasonable to refer to an eye specialist as a gentlemen "more or less actively interested in the treatment of eye diseases," as tho that lowered the value of his opinion in his special subject.

It is noticeable that any authority, no matter how great his ability or acknowledged position, who is a defender of total abstinence, is belittled or his testimony discounted by Professors Bowditch and Hodge, representatives of the committee that announced to the public their purpose "to collect and collate impartially" all facts bearing upon the problem in order that their findings might receive "a measure of confidence not accorded to partisan statements."

The value of an investigator's testimony depends upon his skill in investigation, his logical faculty in seeing the relation of his demonstrations to the whole subject, and his probity in reporting his findings. The value of his

opinion is not to be discounted if he happens to be endowed with a heart and can sympathize with humanity's sufferings, and can see the application of his findings to human needs. The "small group" of physiologists made by Professors Bowditch and Hodge to appear as special pleaders have made such investigations on the alcohol question as entitle them to recognition as experts in that subject. They have formed a large, growing, and active organization in Germany where they publish a monthly magazine. Among the leaders of this movement are Professor G. von Bunge, professor of physiological chemistry in the University of Basle; the late Professors Fick, of Wurzburg, and Pettekofer, of Munich; Dr. Forel, for many years professor of psychiatry in the University of Zurich; Professor Gaule, of Zurich; Professor Dogiel, of Kasan; Professors Richet, of Paris; Professors Wlasak and Kassowitz, of Vienna.

A statement that alcohol is not a food, but a poison, has been signed by ninety-nine German physicians, thirty-five Swiss, seventeen Austrian, and by enough English and American to bring the total number of signatures (1903) up to 800.

The second group of physiologists, described in this report as those who do not consider it proved that alcohol is a food, includes Professor Schäfer, who says:

It cannot be doubted that any small production of energy [by alcohol] is more than counterbalanced by its deleterious influence as a drug upon the tissue elements, and especially upon those of the nervous system.

The ideas of the third group, those who think that the discussion of alcohol as a food is "useless quibbling," are represented first by a quotation from a text-book issued sixteen years ago (1887), the author of which, Dr. Lauder-Brunton, now refuses to subscribe to the statement that alcohol "supplies energy like common articles of food."

Two other quotations from men in this group are dated 1889, fourteen years ago, and all base their conclusions as to the food value of alcohol simply upon the fact that it is oxidized in the body and liberates energy. They do not take into consideration, as Professor Schäfer does, the counterbalancing amount of harm the alcohol may be doing at the same time.

"Wood's Therapeutics," quoted by the committee, even goes so far as to compute that 4 oz. of strong spirit will suffice to maintain the circulation and respiration for one day, because 2 oz. of alcohol furnish as much heat as 9.5 oz. of lean beef, which is sufficient for the above bodily needs.

But 9.5 oz. of meat can supply nourishment to the body without injuring it, while 2 oz. of alcohol can be shown to have injurious effects. Professor Abel points out that .9 oz. of alcohol "suffices, when taken by an individual of average weight, to induce cerebral changes that can be made the object of study." Thus, there is a marked difference between the effect of meat and alcohol, a difference which the quotation from "Wood's Therapeutics" fails to state.

The next quotation representing this third group of physiologists is from Professor Lusk and deals only with gastric digestion, which he thinks alcohol promotes; but this opinion does not harmonize with the experiments of Professor Chittenden, or those of other experimenters whose work the latter reviews. On this point Dr. P. A. Levene, of New York, says:

No experiments on alcohol and its influence on digestion (Chittenden and Mendel, for instance) have ever disclosed any beneficial effect of it [alcohol].

Certainly the sub-committee should not condemn the school text-books for teachings which their own experimental findings confirm.

The last "standard medical text-book" quoted in support of calling alcohol a food, in contrast with the opposite teaching in the public schools, was published fourteen years ago, 1889. It was written by Professor König. This German author sees in "the strong craving for brandy on the part of the laboring class, whose food consists of difficultly digested materials (potato, bread, etc.)," an evidence that alcohol, in the form of brandy, is an aid to digestion. "A strong craving for brandy" is a pretty sure symptom of the abnormal craving popularly termed the alcoholic appetite, which is one evidence of alcohol poisoning. Apology for the school text books, because they do not harmonize with Professor König's illogical and undemonstrated opinion on this point, is needless.

#### Parallel Column Comparison.

Drs. Bowditch and Hodge next proceed to compare, by means of parallel columns, statements from the indorsed school physiologies to the effect that alcohol is a poison and not a food, with statements from three "standard text-books" which set forth opinions supposed to contradict the public school books. The first of these three quotations agrees with the indorsed physiologies concerning the danger of acquiring the alcoholic habit. The second is old and untenable. The third is contradicted by later investigations.

The first of these quotations is from Howell's "American Text-Book of Physiology," and is the rather equivocal assertion that "it may, perhaps, be said with safety that, in small quantities, it [alcohol] is beneficial, or, at least, not injurious, barring the danger of acquiring an alcohol habit, while, in large quantities, it is directly injurious to the various tissues."

"The danger of acquiring the alcohol habit" is the special form of harm from the use of "small quantities," which the school text-books emphasize. The Howell text-book, in mentioning this danger, is thus far in harmony with them. Professor Howell twice emphasizes his point in his letter to the sub-committee, where he says:

About the fact that those who begin to use alcohol moderately incur the danger of becoming victims to its excessive use there can be no difference of opinion.

Most men will admit that . . . he who drinks is in danger of becoming a drunkard.

The admission of this danger is an admission that even in small quantities alcoholic liquors are capable of poisoning, for the alcoholic craving is evidence of an inherent power to harm, which is the distinctive characteristic of a poison.

The second quotation cited against the school text-books in these parallel columns is from Fothergill's *Practitioner's Hand-Book of Treatment*, the author of which has been dead fifteen years. The passage quoted was written twenty-three years ago and stands now just as the author left it, altho the book bears on its title page the date of 1897. It says:

"If alcohol is oxidized in the body it is therefore a food."

Many modern physiologists, some of whom are quoted by the sub-committee, hold that oxidation does not prove a substance a food, because many known poisons may be oxidized in the system and injure at the same time.

Professor Abel, one of the committee's own investigators, says:

"Oxidizability cannot be made the measure of usefulness in regard to this substance."

Professor C. Von Voit says:

"A substance may be consumed by the body and liberate energy and yet be harmful."

Professor W. Kühne, Heidelberg, says:

"To my view the oxidation of a substance in the animal body does not determine its injurious or its useful effects."

Professor Gruber, president of the Royal Institute of Hygiene, Munich, says in a recent article:

"Does alcohol truly deserve to be called a food substance? Obviously, only such substances can be called food material, or be employed for food, as, like albumen, fat, and sugar, exert non-poisonous influence in the amounts in which they

reach the blood and must circulate in it in order to nourish.

Altho alcohol contributes energy it diminishes working ability. We are not able to find that its energy is turned to account for nerve and muscle work. Very small amounts, whose food value is insignificant, show an injurious effect upon the nervous system."

A passage from "Wood's Therapeutics" is the third one quoted by Professors Bowditch and Hodge to show lack of agreement between the medical and public school physiologies. The latter teach that alcohol is a poison. As opposed to that, the following statement from Wood is cited:

"The habitual use of moderate amounts of alcohol does not directly and of necessity do harm; to a certain extent it is capable of replacing ordinary food."

Lack of agreement between the school physiologies and "Wood's Therapeutics" does not appear so very serious when we find that Professor Abel (one of the committee of fifty's own investigators) convicts this medical work of error on another subject.

A curious objection to the statement that alcohol is a poison appears in a quotation from Hoppe-Syler, viz:

"Traces of alcohol are found in human organs, such as the brain, muscles, liver, not only after alcoholic indulgence, but, without this, they seem to be constantly present."

Other poisons which, if not duly excreted, would do serious harm, are also formed in normal bodily tissues, the result of healthful bodily processes; but no one has arisen to say that they are not therefore poisons.

#### Committee's Appeal to Physiologists.

The physiological sub-committee, in this effort to contradict the statement of the public school physiologies that alcohol is not a food but a poison, included also in their letters addressed to physiologists in this country and Europe questions as to their opinions on the food value of alcohol and its classification as a poison.

Forty-five of the 117 letters sent out were addressed to European physiologists, only thirteen of whom replied. Of these thirteen, seven objected to calling alcohol a food and two do not appear to have expressed an opinion. This must have been discouraging to the sub-committee, but they tried again.

(To be continued.)

#### The Temperance Question in Germany.

"Germany has passed the first stage of the reform—that of moderation. Abstinence is now the general cry and with a decided squint toward legislation, both remedial and preventive. At the present swift rate, the reform may have complete prohibition for its watchword in ten more years." Thus states a Berlin newspaper in reviewing a complete bibliography of recent German literature on the drink question. The article adds:

"Considering the newness of the propaganda in the Fatherland the output is enormous. There is a total of 871 books printed in the German language dealing with the temperance question, written by 413 different authors, and practically all published since the year 1880, the greater portion of them since 1890. Besides this, there are now thirty-seven newspapers, magazines, and annuals in German devoted to the temperance question.

"The temperance reformation in Germany has had such a recent beginning, and the supposed German repugnance to total abstinence is so well grounded it is really difficult to comprehend the full meaning of this vast array of literature in the German tongue. The evidence is clear that the people of Germany have taken up the alcohol question with an energy excelled by no other people on the face of the earth.

"The Imperial health office at Berlin is sending out elaborate literature against the use of alcohol as a beverage. Count Douglas, brother-in-law of the emperor, is one of the foremost temperance reformers in the country. Leading lights in German universities are also leaders in the new reform. Plans are even being matured for a German temperance exhibit at the coming St. Louis Exposition."



## School Law: Recent Legal Decisions.

Compiled by R. D. Fisher.

### Teacher's Eligibility.

Arkansas school directors are prohibited from employing a teacher related to them either by consanguinity or affinity within the fourth degree, unless petitioned to do so. The Arkansas supreme court has held that the second cousin of a school director cannot be legally employed except by petition, because such relationship is within the fourth degree of consanguinity. Neither can a second cousin of the wife of one of the directors be employed, as he is within the fourth degree of affinity.

### County Certificates.

The school law of Kentucky declares that a county teacher's certificate of the first class shall require an average grade of scholarship of eighty-five per cent. Another section says that words purporting to give authority to three or more persons shall be construed as giving such authority to a majority of them. The supreme court has held, using these sections as a basis, that when two of the members of the board of examiners decided that a teacher had passed an examination entitling her to a county certificate of the first class, she should have it. Thus a county superintendent had no discretion to refuse to issue a certificate of that grade, and may be compelled to do so by mandamus.

### Certificate Requisite for Employment.

The appellate court of Missouri has handed down a decision in the case of Crabb vs. School District, No. 1, which is contrary to the opinions of other state courts and is certainly a liberal interpretation of the law. The Missouri statutes provide that no teacher shall be employed in any school supported by public money until he has received a certificate of qualification therefor, and prohibits any teacher from entering a school to teach without such a certificate. The court construed the statute to mean that a teacher is not required to have a certificate of qualification at the time of making the contract to teach in the future, but such a certificate must exist during the employment in teaching.

In this case the teacher's contract was entered into in June. The school was opened on the fourth of September. On the thirty-first of August the board employed another teacher in the place of the one contracted with. The first teacher's license did not arrive until September fifth and bore that date. The court held that the school committee committed the first breach of the contract. The teacher could recover damages for loss of salary because the failure to have a certificate for a single day did not invalidate the contract made in June.

### Compulsory School Law.

The supreme court of New Hampshire has held that the compulsory school law is not unconstitutional, because it interferes with the natural right of parental dominion. The law makes attendance at the public schools compulsory for children between the ages of eight and fourteen years. Offenders are subject to a penalty unless they are excused because of physical or mental conditions, or attendance at a private school.

The court has held that such a law is wholesome and reasonable and within the constitution which gives the legislature the power to make wholesome and reasonable laws which they may judge to be for the benefit and welfare of the state. The right of the legislature to pass such a law may not be questioned by the court. It can only inquire whether some other constitutional provision concerning personal liberty is violated.

### Bible Reading in Schools.

The supreme court of Nebraska holds that the whole duty of the state with respect to religion is "to protect every religious denomination in the peaceable enjoyment of its own mode of public worship."

Whether it is prudent, says the court, or politic, to permit Bible reading in the public schools is a question for the school authorities, but whether the practice of Bible reading has taken the form of sectarian instruction is a question for the courts to determine upon the evidence. There is nothing in the constitution, the opinion concludes, or in the laws of Nebraska, or in the history of our people, upon which to ground a claim that it is the duty of government to teach religion.

### An Island School.

The Massachusetts supreme court has decided that a town, which has provided sufficient school facilities for all children entitled to attend the public schools, is not compelled to build a school-house on an island off the coast. This is especially true where it does not appear that the town would have a right to build the school without authority

from the commonwealth. The Massachusetts law provides that a town may appropriate money for conveying pupils to and from the public schools. This money is to be expended by the school board at its discretion. The courts hold, however, that the town and its school board cannot be compelled to furnish transportation to pupils living on an island off the coast, especially where access from the island to the mainland is always difficult and at certain seasons impossible.

### Appointment of Teachers.

To have a meeting of school trustees legal, all the members of the board must be notified. At least that is the decision of the Kentucky courts. This was given in a case where one of three trustees was not notified of the meeting of the board at which a teacher was to be elected. The fact that he had previously expressed himself as opposed to employing the person contracted with did not render a notice of the meeting unnecessary.

### Removal of Teacher.

The revised statutes of Missouri provide that a board of school directors shall have no power to dismiss a regularly qualified teacher who has been employed under a contract for a specified number of months. The supreme court has held that an attempted dismissal by a board under such circumstances is of no effect. The failure of the teacher to finish the term is a voluntary abandonment of the contract which precluded a recovery against the district.

### Right to School Privileges.

The Missouri courts have held that when a resident of a school district is entitled to school privileges for his children, nothing can prevent his sending them to school. Thus a resident is not prevented from asserting his rights and sending his children to school on account of the fact that he failed or refused to attend a meeting of the school board, and make an affidavit prepared for him respecting his residence. As a board has no discretion about prohibiting the children of a citizen who is in fact a resident of the district from attending school, Mandamus proceedings are the proper remedy to compel the board to permit such attendance.

### Negroes Barred From White School.

The negro school children of Alton, Ill., have sought admission to the schools with the white children. A writ of mandamus was asked for against the city officials and board of education to permit them to attend the same school as the white children. The Madison county circuit court has decided in favor of the city against the admission of the negroes.

In the trial it was shown that the board of education had built a school building for the negro children and made a ruling that all of them should attend it. A negro's children attempted to attend a school for white children, and the principal refused to permit them to enter. The court refused the writ of mandamus. It held that when the board of education had provided equal facilities for the colored children its duty was done, and that the rule requiring the colored children to attend a separate school was a reasonable one.

The last trial was the seventh that the case has had in various courts. It is probable that there will be another, as the negro's attorney has filed notice of appeal to the supreme court.

### Defends the Bible.

Judge J. P. Harbeson, of Kentucky, has rendered a decision upholding the right to read the Bible and pray in the public schools. An injunction proceeding was brought against the school trustees of Brookville, asking that they and the teachers in the public schools be restrained from reading the Bible and offering prayer, on the ground that it was a violation of the constitution.

Judge Harbeson dismissed the petition at the cost of the plaintiff, holding that the Bible is the foundation of all Christian governments. The case has been appealed.

### Union Labor Clause in Bids.

The supreme court of New Jersey has rendered a decision in regard to union labor in school work. Where a board of education is not required to advertise for proposals for doing work, if it does advertise, reserving the right to reject any bids, it may enter into any contract it deems to be for the best interests of the schools, without reference to the advertisement. Where the advertisement reserves the right to reject all proposals, and contains a clause that none but union labor shall be employed, a contract entered into not in accordance with the advertisement, and not containing the union labor clause, is not invalid because of the omission.

## Notes of New Books.

### Dr. Royce on Psychology.

Professor Royce's "Outlines of Psychology" is a book which is sure to challenge attention by the mere presence of his name. The general purpose of the treatise is by the author declared to be that of setting forth "elementary principles" and to some extent their "practical application"; of dealing solely "with certain problems, of the natural history of mind" leaving aside "all metaphysical issues." "I try to tell the reader," he says, "a few things that seem to me important regarding the most fundamental and general processes, laws, and conditions of mental life. I say nothing whatever about the philosophical problem of the relations of mind and body, and nothing about the true place of mind in the universe." The inference seems justified that Professor Royce does not regard the natural history of mind as revealing its true place in the order of being and this inference is strengthened by the critical attitude maintained toward the conclusions which are often drawn from the sort of experimental evidence with which he deals. It is important to keep in mind the limits which the author himself has thus assigned to his subject because of the general tendency of writers to include in the term psychology both the essential nature and the manifestations of mind.

The work attracts at once by a peculiar novelty which is due not so much to the material itself as to the standpoint and method of its presentation. The phenomena dealt with are comprised in the three categories, "sensitiveness, docility, and initiative" which terms express distinctions more fundamental than the usual distinctions of feeling, intellect, and will. The former terms imply differences in organic states and impulses which manifest and condition the mental life. It is noticeable, however, thruout the treatise that Professor Royce lays stress upon the unity of intellectual and voluntary processes recalling in this particular the unity of intellect and will, even in the unconscious form of feeling, upon which Dr. Harris treats in his "Psychologic Foundations." Students familiar with the latter work are aware that it treats of the energy which manifests itself as feeling whereas the work before us has to do with the physical phenomena that fall under that designation; even initiative is seemingly reduced to a feeling of restlessness inducing new adaptations of the organism to its environment.

The first part of Professor Royce's work is introductory to the discussion along the lines marked out by its characteristic classification. The preliminary chapter of definitions and explanations, which are essential to an understanding of the author's position, is followed by two chapters dealing respectively with the physical signs of the presence of mind and the nervous conditions of its manifestations. This third chapter is especially valuable for its discrimination between the functions of the cortex and the lower nervous centers and its lucid exposition of the inhibitory power of the brain by which the lower processes of life are subordinated to intellectual demands. The chapter which follows sets forth the general features of conscious life and while adhering to the analytic method of modern research exposes the failure of theories drawn from biological and chemical analysis when applied to the phenomena of conscious life. There is indeed no precise parallel in the physical world to the unity of consciousness, and the theory that consciousness or the total mental state at any given instant consists of certain elemental sensations and feelings into which it may be analyzed fails, as Professor Royce explains, for the simple reason that "the original naive consciousness was whatever it was found to be when it occurred." But to this unified consciousness there cor-

responds a variety of physical conditions with which empirical psychology has long busied itself. The results of these patient and elaborate investigations can only be known and interpreted when reduced to precise statement and orderly sequence. This requirement is admirably met by our author's classification.

Under sensitiveness are included three types of sensory experiences, sensation, mental imagery, and feelings. The analyses of each type follows pretty closely the course of experimental research with critical estimates of its results. The subtle discrimination which marks the work thruout is particularly noticeable in the treatment of the feelings. In the discussion of this aspect of mental life Professor Royce passes in review both the pleasure-pain theory of feeling and Wundt's three direction theory. While inclining apparently to the latter, Professor Royce submits a dual classification of his own which plays an important part in the subsequent discussion of the initiative activity.

Sensory experiences arise from disturbances of the organism by external or internal stimulation; their character at any given moment depends in part upon a certain general direction of the organism with reference to its environment and in part upon special reactions to individual objects. In other words sensory experience is a record of present conditions. Docility is a term of wider scope. It is applied to that power of the organism by virtue of which it exhibits in the activities of any moment the results of former experiences. Hence docility comprises the province of habit, of associated sensations and perceptions and the mysterious process of assimilation. Docility, in other words, relates to that power of storing up past experiences and bringing them to the service of new experiences upon which depends in large measure the acquisition of knowledge. In this process associated sensations bear an important part, especially as they lead to the perception of difference in the simultaneous variety of consciousness. The discussion of this power, this analytic reflection of consciousness upon itself, as it were, emphasizes the value of action as an aid to discrimination. Likeness and difference are more clearly distinguished in the light of our activities than thru impressions passively received. For this reason the dramatic element should be made prominent in all instruction. Dramatic as used in this relation covers various forms of expression, action, speech, graphic representations, and even those internal processes of judgment and thought whereby we "reconstruct our views of objects by putting together successive ideas of our own."

Attention appears also in this discussion as a phenomenon intimately related to the docility of the organism. It is described as "a process of furthering our current interest in an experience when viewed just as an experience." It has an active and a passive mode marked respectively by a feeling of unrest or a feeling of agreeable quiescence; but in either case the experience to which the process is directed grows clearer to the mind, that is it gets a higher relief upon the undifferentiated background of consciousness.

The success of attention in this view depends largely upon physiological accompaniments which are due both to acquired and inherited brain tendencies or habits. Insistence upon these organic conditions is likely to be of value as a corrective to the excessive demands sometimes made upon attention by those who deal with the plastic stage of childhood. It would, however, be unfortunate if it were to obscure the part that will plays in this important process.

The remaining chapters of the book deal with higher aspects of mental life, whose relation to organic excitations is not easily traced, but which, nevertheless, like the simpler aspects, do have instinctive expression. We note here a single point in the chapter on the "Social aspect of the higher forms of docility," namely, that of the reactions by which social consciousness is manifested. These take one of two directions—imitation or opposition—which, even in their earliest manifestations, offer

"Outlines of Psychology. An Elementary Treatise with Some Practical Applications," by Prof. Josiah Royce, of Harvard university, published by the Macmillan Company.



hints for the social training of the individual. Indeed, the discussion of these social reactions is a discussion of education in its deepest intent. For, as the author observes, "all the functions which constitute self-consciousness show themselves outwardly in social relations, that is, in dealings with other real or ideal personages, and are, in our own minds, profoundly related to and inseparable from our social consciousness."

For the explanation of mental initiative, or those novel forms of activity which give life its individual stamp, something more is needed than the theory of stimuli acting upon responsive nerve centers. Here ingenious use is made of Loeb's concept of "Tropisms." As explained in an introductory chapter the term was applied by Loeb to the reactions of an organism to some physical or chemical stimulus, whose effect is not dependent upon the functions of special nerve centers. The theory is here advanced that the restlessness, the rational eagerness which is at the basis of all initiative, is an example of tropism. The application of the idea is original and forms a most interesting feature of the general discussion.

The remaining chapters of this fascinating work treat of varieties of emotional and intellectual life and of the will or the direction of conduct. It is, however, made clear that will and intellect stand for ideas that do not come within the classification or the psychological scheme here adopted. "The term 'will' itself," the author observes in an early chapter of the book, is one which is derived rather from a consideration of the significance of our conscious life when ethically estimated . . . than a term of psychological description." Returning again to this subject he says "the word 'will' is of little use as a purely psychological term, in the classification of mental life. The same is true, in a less degree, regarding the word 'intellect.'" Even the term, emotion, so far as it has either ethical or esthetic significance, must also, as he notes, be excluded. These complex aspects of our moral consciousness cannot, indeed, be reduced to the cerebral law enunciated,—the law of *habit*, which, stereotyped by repetition and heredity, determines the "set" of the brain, and which, "interpreted with reference to consciousness," "appears as the law of *Association*." Under this law, in fated uniformity, occurs the sequence of stimulus and reaction that make up the "natural history of mind."

Whatever be our attitude toward this theoretic principle the skill with which it is unfolded and sustained can not be questioned, nor the value of its presentation for students sufficiently advanced to comprehend both its significance and its limitations in the total conception of conscious life. The interest of the work for teachers is enhanced by timely reflections which relate the analysis of mental phenomena,—sensation, reaction, brain habit, etc.—to the art of teaching and training the young. Its peculiar value to the general student lies in its precise definition of psychology as a subject of empirical investigation.

ANNA TOLMAN SMITH.

### A Practical Book on Discipline.

*The Art of Class Management and Discipline*, by Dr. Joseph S. Taylor, district superintendent of schools, New York city, is a practical book for the class teacher. The management of children and their discipline are among the most difficult and most troublesome problems of the school-room. They remain questions of paramount importance throughout a teacher's career. Bound up in them are not only the teacher's success or failure, but also the moral training of the child, which is the chief aim of the school. The book was originally prepared for the use of the author's own teachers.

The value of every principle and device suggested has been demonstrated. It is the only book we know of treating in detail, from a practical point of view, all the problems of government and management that confront the teacher. It shows how infinitely more than mere "order" good "discipline" is; what are the elements of

effective control; how to secure all the ends of class government; and by what means the teacher may gradually secure self-government and thus emancipate herself from the slavery of being a detective and policeman. Corporal punishment is entirely eliminated from the list of deterrents; and plans are suggested for governing by personal influence, by the public opinion of the class, and by various other means. There are also chapters on "Class-Room Decoration," "The Care of School Property," and "The Class Library."

A complete constitution for a class organization on parliamentary lines is given in one of the chapters, thus furnishing a method of carrying out a suggestion embodied in the new course of study recently adopted by the board of education in New York. (Cloth, 12mo, 80 cents. E. L. Kellogg & Company, New York, publishers.)

### Commercial Geography.

*Commercial Geography*. A Book for High Schools, Commercial Courses, and Business Colleges, by Jacques W. Redway, F. R. G. S.—It is often said that this is a commercial age—that men are much given to amassing wealth; more, in fact, than ever before. We would like to ask, What age has not been a commercial age? Commerce is behind all great movements; it has caused the thousand wars of history and in its wake have followed intellectual, moral, and spiritual changes. The supreme importance of a study of commerce will thus be seen, and no writer is better qualified to present the subject, in all its length and breadth, than the author of this book.

"Commerce and modern civilization," he says, "go hand in hand, and the history of one is the history of the other; and whatever may be the basis of civilization, commerce has been the chief agent by which it has been spread throughout the world. Peoples who receive nothing from their fellow-men and who give nothing in return, are usually but little above the savage state. Civilized man draws upon all the rest of the world for what he requires, and gives to the rest of the world in return. He is civilized because of this fact and not in spite of it."

After summarizing the general principles of commerce, he proceeds to show how it has civilized mankind, tracing the effect of the feudal system, the crusades, the Turkish invasions, the discovery of an all-water route to India, the Hanse league, etc. Next he treats of the effect that topography and climate have had on commerce. Ocean and inland commerce are considered at length; also railways and highways and the location of cities and towns. In the following chapters the author tells about cereals and grasses, textile fibers, plant products for economic use, beverages and medical substances, gums and resins, coal and petroleum, metals of the arts and sciences, sugar and its commerce, forests and forest products, sea products and furs. Then the commerce of each country is taken up seriatim.

The notable points of the treatment of the subject are the logical arrangement, the presentation of the main facts in concise language, and the giving of the reader an insight into the larger questions that grow out of commerce. The pupil is led to understand that facts of themselves are of small value; the important thing is their relation to each other, and what they lead to.

The book has many plain and colored maps and an abundance of diagrams and half-tone pictures illustrating various industries. (Charles Scribner's Sons, New York. Price, \$1.25.)

### History and Economics.

Persons who may be discouraged over the present intellectual condition of America because of the fiction output of the publishers and its large market would do well to turn to the books now issuing in the lines of history and economics. Better work was never done than is now being done in these lines. The new scientific method of inquiry is bearing rich fruit. The writers are using close definitions and expressing their arguments with care for both style and thought. In the best of these new books there is a refreshing breadth of view with a thoroughness of judgment that commends them to the most exacting critics, even to those who may disagree with their final or intermediate opinions.

Perhaps to-day in our country no man does better work in the tasks to which he sets his hands than Prof. Albert B. Hart, of Harvard. In a new book, *Actual Government as Applied Under American Conditions*, we have a treatise of the greatest importance. It displays at once the philosophy of the theory of American government and the degrees of success attained by those who try to realize its principles in affairs. The book is more than a civil government because it includes also the practice of government. It is more than a book on the practice of government because it is also a criticism of actual government.

The book is primarily a text-book, but it will serve equally

well as a library reference work. Every man in public office ought to know at least as much about government as these pages contain. There are many things thoroughly well discussed that appear in the pages of no other books upon this general subject.

One trouble with many school superintendents is that they are in no true sense public men. A careful study of these pages would help put such often admirable men in a normal attitude toward public affairs.

The bibliographies are ample. The index is thoro. There are even a few illustrations. The maps are excellent.

(Actual Government as Applied under American Conditions, 1903, by Albert Bushnell Hart. Longmans, Green, & Co., N. Y. Pp. 599. 8vo. American Citizen Series.)

Another book that satisfies the most exacting requirements is Oberholtzer's *Robert Morris, Patriot and Financier*. This is a large handsome octavo, illustrated, that immediately prejudices one in favor of the text. This was, however, entirely unnecessary, for the text is well written, and the research displayed in the finding, and the judgment displayed in the presentation of the facts are such as the hero of the money market in Revolutionary days well deserved.

The life of Morris is full of interest. He was not only the man who saved the patriot cause by his energy, skill, and loyalty, yet he was also the man who later came to be the richest landholder of the new nation, but died a bankrupt. One learns much of the social and legal conditions of the times in reading these pages.

Those who read only the military and the political history of the War of Independence get very one-sided views of the period. This bias of view such a biography as that here tends to correct.

The book is substantially without faults, and deserves a place in every library of American history. The neglect of Morris until this time has been entirely unwarranted. With such a life as this available further neglect of this great American becomes inexcusable and indeed culpable. The book will help also to remove that prejudice against the great fraternity of bankers that, never justifiable, was least justifiable in the years when Robert Morris spent his wealth and pledged his credit that this people might become free and independent among the nations. (Oberholtzer's *Robert Morris, Patriot and Financier*, Lippincott, Philadelphia. 1903. Large 8vo. Illus. pp. 372. Index.)

Professor Ely's *The Coming City* is a little book that registers some very big ideas. This well-known publicist suggests that the mayors of our cities should be "hired" men like the school superintendents, and retained in office until there is a good reason to make a change. Such mayors should be specially prepared for their work and therefore able to render very good service. This is only one of the ideas. I believe in it, and desire to acknowledge my indebtedness for the suggestion. There are many other equally fruitful suggestions. (Ely's "The Coming City." Crowell, N. Y. 1903. 12mo. pp. 210. 60 cents. Library of Economics and Politics.) W. E. CHANCELLOR.

### Miscellany.

*How to Judge Architecture*, by Russell Sturgis.—This is a book on a subject most people want to know about, by an acknowledged expert. Aided by plentiful illustrations from the early Grecian temples, and passing thru the great cathedrals to the modern business blocks, he has shown the influences which have brought about the various styles and deduced simple rules for the architectural judgment of these buildings. No absolute standards are set, but the reader is enabled to form bases for his own opinions. One will have a new interest in buildings after reading this book. It is a companion to "Pictorial Composition and the Critical Judgment of Pictures," by H. R. Poore. (The Baker & Taylor Company, New York. Price, net, \$1.50; 84 illustrations.)

*The Woodward Series of Arithmetics*, by Archibald Murray, A.B., consists of two books and is the result of observations made in the class-room, together with a consideration of the literature of the subject which has appeared in recent years. In the first volume the arithmetic of experiment and measure are developed. With this has been associated the idea of economy in number work. The rules are few and practical; hence, the book departs considerably from the customary methods. The principle on which the book is based is that number can never be adequately understood thru the mere manipulation of figures, be this done ever so skilfully. The secret of the mastery of number is the power of the mind to see the relation of things, whether the objects are actually before the eyes, or whether a former experience with similar objects must be recalled. Relations among objects are only apparent thru comparison. Hence, comparison has been made the basis of the work as presented in this book. In Part II. the memorizing begins; the ideas vaguely formed in Part I. are clarified by repeated application and varied use in measuring and counting, separating into groups, and combining groups to form larger ones. In Part III. comes pure number drill.

The second book is designed to complete the course in arithmetic begun in the elementary book of the series. This volume provides the elementary teacher with a supply of additional problems for the manipulation of number symbols. But its main purpose is to continue the development of the conception of number thru the succeeding grades of the grammar school, and to furnish, at the same time, a well chosen set of exercises in the mechanical manipulation of numbers. The first four chapters review, in a very thoro way, the four elementary rules of arithmetic, and give a variety of problems, for the most part capable of solution without the use of fractions; the next seven chapters give the essentials of grammar school arithmetic; the remaining chapters, in addition to a fuller treatment of the earlier topics, contain commercial matter and some work of a higher nature. In this volume the arithmetical theory, as it is related to algebra, is carefully developed. (Woodward & Tierman Printing Company, St. Louis.)

James Baldwin understands children, and knows how to direct their interests into fruitful lines of classic literature. His Readers have made him known to thousands of school children. His book entitled "The Horse Fair" is valued by many teachers as a treasure-house of fascinating stories for the young. It was a happy idea to select eighteen of the most charming of these stories and collect them in a book for the use of children. *The Wonder Book of Horses* is the title of this collection. It ought to win a permanent place for itself among school reading books. The stories form a delightful introduction to the literature of mythology and history. The explanatory index and guide to the pronunciation of the proper names in the book form a valuable addition to the text. The illustrations are such as we have grown accustomed to expect to find in a book published by the Century Company. In the next order of books for the school library, be sure to include this book. (The Century Company, New York. Price \$0.75.)

*The Crimson Fairy Book*, by Andrew Lang, with illustrations by Henry Ford.—This makes about fifteen books of fairy stories and romance that Mr. Lang has edited. What a library of wonder and delight for the young people! It must not be understood that he is the author of these tales. They originated with our ancestors thousands of years ago. Mr. Lang's work, however, in putting them in a shape to be appreciated by present day readers, is a great one, for which he should receive all due honors. He has hunted for these stories from New Caledonia to New Zealand; from the frozen snows of the polar regions to Greece and Spain and Italy. Many of the tales in the present volume are translated, or adapted, from those told by mothers and nurses in Hungary; others are familiar to Russian nurseries; the Servians are responsible for some and so are the Roumanians; some came from the Baltic shores, Finland, Iceland, Japan, Tunis, and Portugal. The stories have mainly been adapted or translated by Mrs. Lang, a few by Miss Lang and Miss Blackley. The illustrations are numerous and fine; they include eight colored plates. (Longmans, Green & Company, Boston. Price, \$1 60.)

*Oliver Goldsmith*, a biography, by Washington Irving, with introduction and notes by Willis Broughton, Ph. D., is published as a triple number (155) of the *Riverside Literature Series*. No man was ever better fitted to write a biography of another than Irving was of Goldsmith. By education and temperament Irving was especially well fitted to appreciate the qualities of the genial, but unfortunate Irishman. Irving's wandering nature, his relish for humor and for satire, his kindness of heart and loneliness of life, his love for children, his sympathy for the unfortunate—all render him capable of entering into the life of the homeless man whose character he so feelingly delineates. (Houghton, Mifflin & Company, Boston. Price, \$0.45.)

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full. From this office are also issued four monthlies—*THE TEACHERS' INSTITUTE*, *THE PRIMARY SCHOOL* (each \$1.00 a year), and *EDUCATIONAL FOUNDATIONS*, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also *OUR TIMES* (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

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### New York's Text-Book Fight.

The question of the past month in the educational trade field has been the attack on the royalties which Superintendent Maxwell and other school officers receive from the sale of text-books. Nearly every school book publisher in New York city has on his list some book which was written by a school official of the city, so the matter is of vital interest to the trade. The publishers who do not have such books on their lists are more than willing that the books should be stricken from the New York lists.

The discussion has brought up the whole question of allowing a government employee to be interested in anything for which the municipality may contract. This has brought out a mass of suggestions and a very practical result in the form of a bill in the legislature. Most cities get around this vexatious problem by prohibiting the use of text-books written by a city school official. The city of New York has in its charter a provision which reads: "The board of education shall have the power to remove from office any school officer who shall have been directly or indirectly interested in furnishing supplies or materials for the schools, fixing as a penalty a fine of \$1,000, a year's imprisonment, or both."

Thus an interest in a general city contract is a criminal offence. Why an exception should be made in the case of text-books is not clear, but such is the case, for the charter reads: "The provision of this section shall not apply to authors of school books used in any of the public schools, because of any interest they may have as authors in any such books."

Mr. Grout took up this matter perhaps thru the attitude of the board of education toward him. But his attitude, that what is a prohibitive thing and a crime in every other city department should not be permitted in the department of education, has considerable logic in it. Mr. Grout has had introduced into the legislature a bill to change the present state of affairs. The bill allows school superintendents and officials to draw their royalties for the sale of text-books to the city. But it compels such an official, before he shall draw his salary each month, to turn over all such royalties to the city chamberlain, who shall turn them into the general fund for the reduction of taxation. The bill reads:

The board of education shall have power to remove from office any school officer or employee who shall have been directly or indirectly interested in the furnishing of any supplies or materials, or in the doing of any work or labor, or in the sale or leasing of any real estate, or in any proposal, agreement, or contract for any of these purposes, in any case in which the price or consideration is to be paid, in whole or in part, directly or indirectly, out of any school moneys, or who shall have received, from any source whatever, any commission or compensation in connection with any of the matters aforesaid, and any school officer or employee who shall violate the [preceding] provisions of this section shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine not exceeding \$1,000 or imprisonment in the city prison not exceeding one year, or both, and shall also be ineligible to any school office or employment in the board of education. The provisions of this section shall not apply to authors of school books used in any of the public schools because of any interest they may have as authors in such books. Provided that no school officer or employee shall have or receive to his own use any fees, perquisites, commissions, income, revenues, or royalties arising out of such school officer's or employee's authorship or of interest in books used in any of the public schools in the city of New York, or in any schools that participate in school funds administered by the board of education. And every school officer or employee who shall receive any fees, perquisites, commissions, income, revenues, or royalties arising out of such authorship or interest, shall, before he be entitled to receive any salary, make under oath a detailed return to the comptroller showing the amount of all such fees, perquisites, commissions, income, revenues, or royalties received by him since the last preceding report, the person from whom received, and shall produce the receipts of the chamberlain showing the payment to him by said school officer or employee of the aggregate amount thereof. All sums received as above shall be paid over monthly, without deduction by the school officer or employee receiving them, to the chamberlain, and a detailed return under oath shall at any time be made in such form as the comptroller shall prescribe, stating when and from whom such moneys were received. All such fees, perquisites, commissions, income, revenues, or royalties received by school officers or employees shall be the property of the city of New York, and shall be paid by such school officer or employee into the city treasury, to the credit of the general fund for the reduction of taxation. The comptroller may require any such school officer or employee to make a statement in addition to that herein provided for, and may examine any such school officer or employee under oath touching the amount of any such fees, perquisites, commission, income, revenues, or royalties paid to or received by any such officer or employee.

Sec. 2. This act shall take effect immediately.

The publishers of Superintendent Maxwell's books have retained counsel to oppose the bill at Albany, and a fight there seems probable.

Among the authors whom the bill will affect if it becomes a law are Superintendent Maxwell, George J. Smith, of the board of examiners; Bernard Kuttner, teacher of German; Associate Supt. John H. Walsh; Frank Damrosch, director of music; District Supt. John Griffin; Frank R. Rix, director of music; Prin. Walter Gunnison, of Erasmus Hall high school; Albert S. Caswell, director of music; Miss E. E. Johnston, principal of P. S. No. 140; Prin. Leroy F. Lewis, P. S. No. 11; Mr. Charles DeForest Hoxie; Supervisor Eugene E. Ward; Ida Coe, P. S. No. 46; District Supervisor Seth L. Stewart; Prin. Joseph V. Witherbee, P. S. No. 106; Charlotte F. Farley, music teacher. From this list it can be seen what a great amount of difficulty this law might occasion the publishers.

No great credence has been given to various rumors which have been circulated about the books written by employees of the New York system. The member of the legislature who introduced Mr. Grout's bill, said, for instance, that in many cases it depends upon what text-book a principal adopts as to his tenure of office after he has served his probationary term of three years. It is admitted that many books have had a larger sale in the city because of the position of the authors in the city system. It is difficult to see on what principle employees of the board are allowed to be interested in contracts, when such action is a crime in any other municipal department. The scheme of paying royalties to the city is far from an ideal one. Secret arrangements are entirely possible under such a scheme. Many of the publishers are willing to admit that ideally a book should not be used in a system where its author is employed.

Mr. Lummis, chairman of the finance committee of the board of education, has expressed a most commendable opinion on the matter: "I am opposed," he said, "to this practice on principle, because it tends to create a commercial spirit. It is scarcely compatible with the highest ideals of the duties of the school officials, and lays them open to the suspicion of working too much for their own interests."

### Humane Text-Books.

The American Humane Association has appointed a committee to secure the production of readers for school use, preferably a graded series, which shall teach the humane idea. The association has drawn up a standard as an indication of the style of books desired, and all books, already published, which meet these requirements, will be recommended by the association.

At present, few authors and publishers understand fully the aim of the association and the style of books desired. The standard which follows will be worth careful consideration, for the scope of the movement for humane text-books is very broad. A number of state legislatures have already enacted laws making the teaching of the humane idea compulsory in the public schools. Such laws exist in Maine, Washington, South Dakota, Montana, California, Colorado, Oklahoma, Wyoming, and Texas. A careful investigation leads to the belief that similar legislation will be passed in other states before very long. The standard for humane text-books is as follows:

#### REQUIREMENTS.

Intimation of the just relation between animals and the human race.

Inculcation of sympathy with the animals thru descriptions of their intelligent habits, their needs, and especially their love for their young.

Killing animals, if mentioned, to be described as a sad necessity; never to be put in the guise of sport.

#### AVOID MENTIONING

The painful conditions in nature, excepting where a lesson against cruelty is enforced.

Menageries and shows of animals, unless to express disapproval.

Improper use of animals, except for the purpose of discouraging such uses.

The uses to which the carcasses of animals are put.

Anything which may encourage admiration of warfare, such as destructive weapons or toys.

Designating as cruel the natural instincts of animals in procuring food.

Descriptions of teaching animals tricks, such as are used in money-making shows.

Harrowing accounts of the destruction of animals, except when such an account may impress the pupils with a horror of killing.

A fine set of Physiological Models (for school use) in a handsome oak case, that cost \$140—as good as new for sale at nearly half cost. Exceptional opportunity for High or Normal school. Address Models, care SCHOOL JOURNAL, 61 E. 9th St., New York City.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 6, 1904.

### Text-Book Royalties of Teachers.

Controller Grout is working hard to humiliate Superintendent Maxwell. Various investigations have been set on foot, many of them laudable in appearance, to prove the latter unfit for continuance in office. It must be borne in mind that the superintendent's term of office is drawing to a close and an election is near at hand. One result of the personal attack is a text-book bill introduced in the state senate, prohibiting New York city teachers from receiving royalties upon such books written by them as are used in the local public schools. The bill is of course directed primarily against the head of the school system, but its effect will be a severe blow to a number of the most efficient teachers in the system.

It would be a serious mistake to dissuade qualified and ambitious teachers from writing text-books. The schools can only be benefited by the special efforts these teachers devote to the cause of pedagogic improvement. Every encouragement should be given to render the experience of the most efficient available to all. The United States government found long since that it was a short-sighted policy to prevent employes from utilizing their spare time in making contributions in the shape of patented improvements or copyrighted books. It seems that the navy department forbade, at one time, the acceptance of royalties from inventions by officers under its jurisdiction. The result was a barrenness of new ideas. The government was the loser.

The teacher who makes the special studies prerequisite to the writing of an acceptable text-book upon any subject, becomes himself a better teacher by reason of these extra efforts. The school system is benefited in proportion to the improvement of the individual teachers. It is a rule of wisdom, therefore, to lend every encouragement to the making of these extra efforts. Indeed, a city itself could well afford to pay a royalty to every teacher who has produced a needed text-book. The bill passed by the New York state senate, depriving such teachers of all expectation of reasonable compensation in the shape of royalties is a piece of intellectual myopia, if not sheer perversity.

There is some show of justice in the suggestion that those charged with the selection or introduction of text-books should not be allowed any royalties from sales influenced by them. In other words, it is not unreasonable to forbid the buying of an author's books, by the author, with the money of a school community for his personal emolument. For it is possible that a publisher may issue a book because it will sell in sufficiently large orders by reason of an author's control of a purchasing machinery without reference to the intrinsic quality of that book. But the most extravagant stretching of the limit contained in such a suspicion cannot cover the case of a subordinate teacher who has produced a book. This teacher has no final voice in the adoption of books. Usually the board of education, the superintendent, or both in conjunction control the buying of books. If a teacher's product is chosen the inference is justified that it is an exceptionally good book. A prophet here as elsewhere is not apt to be unduly favored in his own town. The adoption of his book by his superintendent and board may usually be taken as argument sufficient to prove its helpfulness.

The Grout bill at Albany, known as Senate Bill No. 145, is unworthy the approval of any thinking citizen. Let every friend of the schools tell this to the assemblymen and the governor of New York. Drop them a line.

### Sunlit Lives.

What the light and warmth of the sun are to the flowers of the gardens and the fields, the sympathy and encouragement beaming from the teacher's eyes are to the human plants in that child garden which we call the primary school. The child garden—it was the genius of Froebel that persuaded the world to incorporate the significant word in its dictionary. As long as a child is in need of kindly care he must be kept from exposure to the storms of anger and the scorching heat of sarcasm. This means that his teachers must learn to subdue the selfishness of their own natures with all the passions and unlovelinesses of them. It means further that on no account should a teacher of little children so far forget herself as to let one bitter word pass her lips.

#### Avoid Sarcasm!

Sarcasm is a species of conceit infused with a virulent poison. It burns thru to the heart. She who dispenses it is injured no less than he at whom it is aimed. For it mars the beauty of the heart as a drop of sulphuric acid would a delicately chiseled jewel-case.

The habit of thinking and saying the things that nourish the hungering spirits of others is capable of developing a Francis of Assisi, a Florence Nightingale, a Maud Ballington Booth. Habitual yielding to a cowardly use of the poisonous darts of the arch-foe of humanity is bound to produce fiends. The wages of kindness are a character of sweetness and light. And the reward of the sarcastic? At best a reputation for being clever, for smartness, perhaps even for brilliancy, with a diminishing group of unstung admirers applauding each well-aimed thrust. Would these plaudits be the comfort you or I should want to go to sleep on, when our day of life comes to a close?

It is one of the strange discoveries one makes in watching the doings of mankind, that among young women are to be found some who lend encouragement to sarcasm, and even a few who have resigned the control of their tongues to Belial, "in act more graceful than humane," as Milton pictures him. One would expect that of all of God's creatures, a woman in the June of life should be the personification of human loveliness. So much depends upon the care of the heart at this period!

### A Memorial Service.

The Chicago Teachers' federation held an impressive memorial service on January 16 for the teachers who lost their lives in the Iriquois fire. Among the speakers were Mrs. H. R. Treadwell, Miss Jeannette Cronk, Miss Jane Addams, and Miss Louie L. Kilbourn. Letters of sympathy were received from the St. Paul, Minn., Grade Teachers' Federation, the Milwaukee Teachers' Association, the Philadelphia Teachers' Association, the Toronto Teachers' Association, the Detroit Teachers' Association, and the Boston Teachers' Club.

The following resolutions were adopted by the federation:

We, the teachers of Chicago, realizing that this awful pall of death has been brought upon us, not thru the personal carelessness of a few officials, but thru reckless disregard of obedience to law on the part of the entire public; not thru intentional disregard of human life, but thru lawless good nature, which would rather always do a kindness than impose a hardship, and hence, has made law enforcement lax; hereby

Resolve, That justice and honor must take the place of this willingness to do personal favors and that we, as teachers, will strive more and more diligently to lift the standard of civic conscience out of sordid greed into justice, truth, and brotherhood.

Then will our dead not have died in vain; then shall we truly love our neighbors as ourselves.

In tender memory of our beloved teachers and pupils and as a pledge to the bereaved relatives and friends and to our stricken and sorrowing city that this twentieth century shall, in truth, reverence all life.



The articles on the public schools which have been appearing in a current magazine have been generally disapproved by educators. If the attempt has been to aid the schools by criticising, the utter disregard of facts has made the work useless. If the articles were intended merely to gain notoriety, they have failed, too. To the average educator they seem like articles written without the proper information and by a person insufficiently trained in educational theory.

A recent number in the series dealt with the schools of Elizabeth, N. J. A meeting of the teachers of the city has been held and the resolutions were passed condemning the misrepresentations and deploring the publicity given to the statements. The resolutions follow:

Whereas, The board of education, superintendent, teachers, and certain principals of the Elizabeth city schools have been most improperly, unfairly, and unjustly criticised by the writer of an article which appeared in the January number of *World's Work*; and

Whereas, A decent regard for the opinions of all who may be engaged in educational work would seem to require that some reply be made to the misleading and most unfortunate statements contained in said article; therefore, the teachers of the ten public schools in the city of Elizabeth, all represented in convention, with none dissenting, have

Resolved, First, that we deeply deplore the introduction of invidious personal references in the article entitled, "The Public Schools About New York," published in *World's Work* for January, 1904.

Second, we cannot too strongly express our disapproval of the gross misrepresentations of facts gathered by the author of said article.

Third, we are amazed that an educator should have reached conclusions, formed opinions, and published a condemnatory arraignment at the bar of public opinion, of any public department, educational or otherwise, from such partial and insufficient information, such hasty and imperfect inspection, as formed the basis of said article.

Fourth, we concede the right of all interested persons to make investigations touching any matter of public interest, including a careful and exhaustive examination of our school system, to form opinions favorable or adverse to the work being done in our public schools, and, further, to speak, to write, and to print such opinions, provided always that such investigator, actuated by an earnest desire to improve conditions, shall be courteous and observe the ordinary proprieties. But we do insist that common fairness, the cause of justice and the public interests require that opinions should neither be formed nor expressed without a careful, painstaking, thorow study of the whole municipal situation.

We believe that the publication of anything not conducive to good should receive the censure of all right-thinking persons, mere sensationalism being much to be deplored.

It is to be hoped that Herbart's day is not being considered as over. Such men as Pestalozzi, Froebel, and Herbart are immortal; they are masters of pedagogy. Professor Rein states Herbart's six "interests" as follows:

"Every school, whose purpose is education will so shape its efforts that, for the pupil, the sinking of self in religious ideals may become a necessity; communion with nature, a spring of the purest joy; the companionship of great and historical personages, an inspiration; the yielding to everything beautiful and noble, a source of refreshment and uplifting; the search for and pressure toward clearness and exact truth, a matter of the heart."

These words attempt to describe the work of the real educator. The pupil possesses mental power; it needs to be directed. The educator will arouse a religious, a sympathetic, a social, an esthetic, an empirical, and a scientific interest; the last two are merged in the above. It is a good question for the teacher to ask himself, Was this my aim to-day?

Special attention is called to Mr. McAndrew's article in the present number. It discusses a most important problem.

The Russian government has furnished the peasants with a peculiar incentive for attending the elementary schools. A law has been passed relating to the penalties which can be inflicted by cantonal or peasants' courts, and limits the application of corporal punishment. Persons educated at district schools, or other schools of equal standing, are no longer liable to be whipped.

The trustees of the New York city Normal college have elected Prin. James M. Kiernan, P. S. No. 103, Manhattan, to the newly created chair of pedagogy for a period of one year. His salary will be \$4,750.

There is now pending in Congress a bill introduced by the Hon. Walter P. Brownlow, of Tennessee, appropriating \$24,000,000 as national aid for the building of wagon roads. This sum is to be distributed to each state, according to its population, except that no state is to receive less than \$250,000. The states or counties receiving this money must add a like amount, so that \$48,000,000 will be expended in the building of wagon roads. This sum would build between 6,000 and 7,000 miles of national road, and from 100 to 500 miles in each state of the Union.

Four states, New York, Massachusetts, New Jersey, and Connecticut, have, in the past ten years, spent about \$10,000,000 as state aid for building wagon roads. About \$6,000,000 has been added to this sum by the counties and towns where the state roads were built, and about 2,500 miles of state roads have been completed in these four states. Pennsylvania last year appropriated \$6,500,000 for the building of roads. Wherever state roads have been built the selling price of farm lands has been increased from twenty per cent. to fifty per cent., and even more in some cases. The 2,500 miles of state road already built have been of such benefit to the farmer that they have caused a great demand for more good roads.

#### Coming Meetings.

Feb. 13.—Association of High School and Classical Teachers of Connecticut, at New Britain.

Feb. 22.—Wisconsin State Library Association, at Milwaukee.

Feb. 23-25.—Department of Superintendence of the N. E. A., at Atlanta, Ga. Supt. Henry P. Emerson, Buffalo, president; J. H. Hinemon, Little Rock, Ark., secretary.

March 9-10.—Department of City and Borough Superintendents of Pennsylvania, at Norristown. J. K. Gotwals, Norristown, president.

March 11-12.—Association of History Teachers of the Middle States and Maryland, at Philadelphia, Pa. Prof. Lucy M. Salmon, Vassar college, president; Dr. Edward H. Castle, Teachers college, secretary.

March 13-April 2.—Southeastern Iowa Teachers' Association, at Muscatine. F. M. Fultz, Burlington, president; Miss Laura Fitch, Chariton, secretary.

March 25-26.—Central Illinois Teachers' Association at Danville. Prin. F. D. Thompson, Galesburg High school, president.

March 27.—Music Department of the New Jersey State Teachers' Association, in the lecture room of Public Library, Newark, N. J. John Tagg, president.

March 30-April 1.—North Nebraska Teachers' Association, at Columbus. M. R. Snodgrass, Wayne, president; Irma Martindale Pierce, secretary.

Central Nebraska Teachers' Association, E. C. Bishop, Lincoln, president; Miss Shick, Grand Island, secretary.

Southeastern Nebraska Educational Association, at Peru. George Crocker, Falls City, president; Angie Irwin, Tecumseh, secretary.

March 31, April 1 and 2.—Eastern Commercial Teachers' Association, New York university, Washington square, New York city. H. M. Rowe, Baltimore, Md., president.

April 7-9.—Northern Indiana Teachers' Association at Winona Lake. Supt. T. A. Mott, Richmond, president. Miss Ora Cox, Logansport, secretary.

April 26-29.—International Kindergarten Union, at Rochester, N. Y. Miss Annie Laws, Chicago, president; Miss Evelyn Holmes, Charleston, S. C., secretary.

April 29-30.—Western Nebraska Educational Association, at Sidney. C. C. Danforth, Sidney, president; Delilah Howard, Lodge Pole, secretary.

May 5-7.—Mississippi Teachers' Association, at Meridian. Pres., Dr. P. H. Saunders, University; Vice-Pres., E. L. Bailey, Jackson; Sec'y, T. P. Scott, Brookhaven; Treas., Joe Cook, Columbus; Executive Committee, P. H. Saunders, Chairman; G. F. Boyd, Kosciusko; C. E. Saunders, Greenwood; Robert Torrey, Yazoo City.

June 29-July 2.—National Educational Association, at St. Louis, Mo. Dr. John W. Cook, De Kalb, Ill., president; Irwin Shepard, Winona, Minn., secretary.



## National Meeting of Superintendents, February 24-26.

The outlook for the Atlanta meeting is excellent. Unusually favorable rates and ticket conditions have been obtained. All tickets from points in Western, Central, and Southeastern Passenger Association territory are subject to extension for return until March 31. Side trip rates of one fare for the round trip are offered, following the convention to all points within 150 miles of Atlanta.

It is hoped to secure the same extension of tickets in the territories of the New England, Trunk Line, and Southwestern Passenger Associations.

### Atlanta, the Convention City.

The meeting of the Department of Superintendence at Atlanta on Feb. 23, 24, and 25, has drawn the eyes of the educational world toward that beautiful and progressive Southern city. It is the business center of the Southern states and thus is naturally the leading place as well as the capital of Georgia. The visitor to the coming meeting of the superintendents will find himself in a hustling business city, but with delightful surroundings to add to the charming Southern hospitality which will surely be extended.

Georgia is an interesting state, and has been for a long time. Its people are sturdy Anglo-Saxons and have played an important part in our history. Their share in the Revolution was an honorable one, and their help in the Civil war was a most vital source of the strength of the Confederacy. Along other lines we connect with Georgia such names as John Wesley, the Rev. George Whitefield, and the launching of the first trans-Atlantic steamship at Savannah.

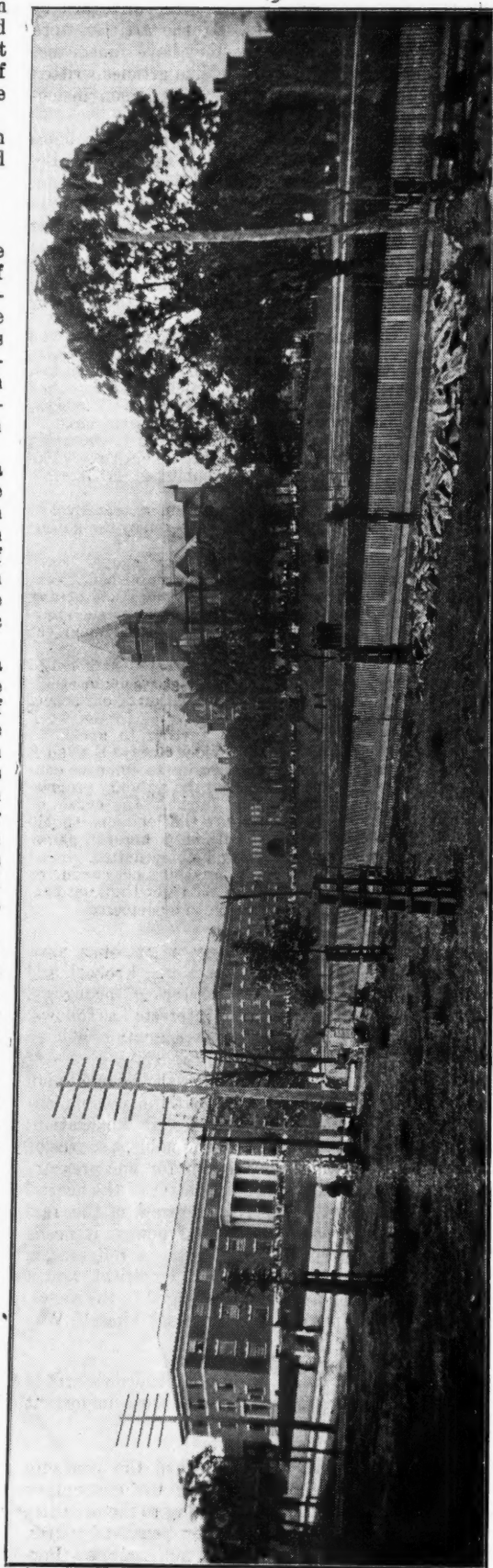
Atlanta itself has not been of unusual importance as a business center for a very long period of time. It is one of the cities started by the railroads before the middle of the nineteenth century. Its commanding site on the ridge which divides the watershed of the Atlantic from that of the Gulf made it a natural center. Railroads were built thru Atlanta to accommodate the western traffic seeking an outlet on the Atlantic coast. Another stream of traffic which flowed down the Appalachian mountain chain, crossed that from the west at this point, and the two streams uniting at Atlanta, spread thru the Southeastern states. Thus the city became a gateway and a distributing point.

Two things will attract the Northern or Western visitor in this busy city, the business and commercial activities, and the splendid residential advantages, which include a fine school system and higher educational institutions. The latter provides instruction for more than four thousand persons.

The physical situation of the convention city is unsurpassed. From an elevation of 1,050 feet above the sea the land slopes away in every direction, giving perfect natural drainage, delightful climate, and bracing atmosphere. The population is 100,000 and is increasing at the rate of four per cent. a year.

Commercially, Atlanta may be said to do the business of from five to twelve states. Ten railroad lines radiate from the city, and there are telegraph and telephone connections with all parts of the world. The fact is that Atlanta is the Southern headquarters for almost everything. The business of the city may be estimated at a hundred millions a year. One unique feature of this is the live-stock trade. Sixty-two thousand five hundred horses and mules passed thru the city and were sold during 1903. The street railways form a comprehensive and extensive system. The street improvements are on a comprehensive scale. The business blocks resemble similar New York buildings and in every way the city impresses the visitor as up-to-date and prosperous.

The city has, besides its fine public school system, an excellent public library, several theaters, a number of technical schools, and 132 churches. There are 14,000 pupils in the public schools and 4,500 students in the higher educational institutions. The Georgia Institute



Buildings of the Georgia School of Technology, Atlanta, Ga. Showing campus during Field Day Exercises, April 30, 1903.

of Technology is the most important educational institution in the city and the leading one of its kind in the Southern states. Institutions for the education of the negro are important, and include Atlanta university, Clark university, Gammon Theological seminary, Spellman seminary, Atlanta Baptist college, and Morris Brown college. These institutions have more than 2,000 students.

Atlanta is really the center of the educational system of the state. Georgia has made rapid strides forward educationally since 1876 and much work has been done along various lines. In fact, some of the most interesting experiments which have been made in certain lines of educational works have taken place in Georgia.

The public schools of the state are provided for by a fund and in all the towns and cities the school fund is supplemented by a local tax. The general fund of \$1,538,000 gives a five months' term in the rural districts. In many counties it is supplemented by contributions or tuition sufficient to extend the term to seven or eight months. In all the towns and cities and in four of the counties there are local school systems, supported by a local tax, which, added to the *pro rata* of the state fund, yields enough revenue to support public schools for nine or ten months. Steady progress in the direction of a local tax is being made all over the state. Of 8,414 teachers in the state, 2,225 have had normal training.

The public school systems of the towns and cities, with nine or ten months' terms, compare favorably with those of other states. In the city schools teachers attend normal classes every Saturday, and in many counties teachers from the outlying districts attend normal classes at the county-seat once a week. Teaching in Georgia is passing from the stepping-stone stage and is rapidly becoming a profession, with specially equipped men and women filling the important places. A vigorous generation of competent and devoted young teachers is pushing its way to the front.

Between the public schools and the colleges there is in most of the towns of Georgia a high school system. Private schools supplement these, and continuing the work of the colleges and the state university are the technical schools.

Higher education in Georgia began in 1785 when the state university was chartered. It is the oldest state university in the Union. Its charter is remarkable in that it co-ordinates primary and secondary education with the university in a scheme of education by the state. The university under the leadership of Chancellor Walter B. Hill, includes, in its larger sense, the following Institutions: The parent institution at Athens; the North Georgia Agricultural and Mechanical college, at Dahlonego; Medical college at Augusta; Technological school, at Atlanta; Normal and Industrial college for Women, at Milledgeville; State Normal school, at Athens; Industrial college for negroes at Savannah.

The Institute of Technology, at Atlanta, will be one of the objects of study during the meeting of the superintendents. Georgia has been the pioneer among Southern states in providing technical instruction, and under the presidency of Lyman Hall this institution has played a prominent part in the educational life of the state. It has been a great influence in convincing the Southern people that a technical education is an aid to a young man.

In 1888 the doors of the Institute were thrown open to young men who desired to become experts in shop-work, and to take degrees in mechanical engineering. The state gave an annual maintenance fund of \$22,500 which enabled young men to enter the school at a nominal cost. The state has increased its annual appropriation to \$45,000 and the authorities have been able to offer degrees in electrical engineering, civil and textile engineering, engineering chemistry, and mechanical engineering.

The Georgia Institute of Technology is thoroly technical, there being no purely literary course offered. The

standard of the school has steadily advanced, and the education now offered is on a par with that given by the largest and foremost technical schools in the country.

These few words in regard to Atlanta and Georgia's educational equipment give but a meager idea of the strength of the educational movement and the progressive spirit of the city. Such school men as have the opportunity of visiting the convention this month will undoubtedly bring back a new impression concerning the work being done commercially and educationally in this the heart of the South.

## Letters.

### The Rod in School.

The statement contained in THE SCHOOL JOURNAL of January 23 that "The Society of Medical Jurisprudence recently took up the discussion of corporal punishment at one of its regular meetings" is incorrect. It would be not only entirely out of the scope of our discussions or our work but ridiculous in the extreme that our society should take up a discussion of that kind.

The only one who discussed it was Dr. O'Brien after I had read a paper on "The Responsibility of the Child for its Torts or Wrongs," which dealt solely with the question of the legal responsibility of the child, in civil actions, for wrongs committed by it. While I expressed the view that under the law as it now stands it is right and proper that civil actions against children directly should be brought, even to recover punitive damages, as we lawyers call it—that is, damages by way of example and punishment—I distinctly deplored even the necessity for this as the only civil remedy, and suggested that the law ought to be amended so as to hold the parents or custodians of children responsible for injuries inflicted by their charges. On this subject I used the following language:

It is a sad commentary on our boasted civilization that even childhood should not be exempt from the baneful charge of premeditated crime and wrong, and a matter of serious thought whether by statute the parents, guardians, or custodians of such children should not be held accountable at least in damages in civil actions for the injuries inflicted by their charges. Certainly such liability would act as a strong deterrent with that great body of selfish parents who as a matter of convenience consign their children, as it is with the poor, mainly to the street, and, as it is with the rich, leave them either to their own devices or in the hands of indifferent and incompetent menials. The rich are in this respect far more culpable because they have not the excuse of the pinching poverty and ceaseless toil of the poor; and United States Commissioner of Education Harris does not exaggerate in saying, in a recent report, that the "children of the newly rich are a menace to civilization."

Personally, instead of sharing the views of Dr. O'Brien, I am most emphatically opposed to the use of the rod, except, possibly, in the most extreme cases, after every other remedy should fail. It would be a decided step backward instead of forward to multiply corporal punishment instead of diminishing it. It would be a confession of weakness in our methods of discipline and education to resort to brute force rather than to moral suasion and precept in bringing up the rising generation.

I have the greatest sympathy with the sufferings of childhood, which I think are far more intense than either teachers or parents in their wisdom, as a general thing, fully comprehend, and instead of increasing I would do everything in the world to brighten the gloom which pervades especially the lives of the children of the poor, and not add to it by again conjuring up the dark and dread apparition of the cruel rod.

Yours respectfully,

THEODORE SUTRO, President.

Society of Medical Jurisprudence,  
New York.

Perfectly healthy people have pure, rich blood. Hood's Sarsaparilla purifies and enriches the blood and makes people healthy.





MILLIE CROCKER  
OAKLAND SCHOOL



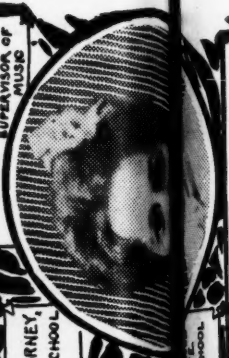
EMMA D. MANN  
SUPERVISOR OF  
SCHOOLS



ELIZABETH  
ZIMMERMAN  
BRICKSON SCHOOL



EDNA TORNEY  
THROOP SCHOOL



AMY OWENS  
CURTIS SCHOOL



IRENE FORT  
BRADWELL SCHOOL



MARY J.  
BREWSTER  
WADSWORTH SCHOOL



ALMA  
GUSTAYSON  
ALAN SCHOOL



JULIA CLAY  
GALLISTEL  
SCHOOL







# Chicago Teachers Who Perished in the Iroquois Theater Fire, December 30, 1903.

THE SCHOOL JOURNAL is indebted for these portraits to the Chicago Record-Herald and the officers of the Chicago Teachers' Federation.

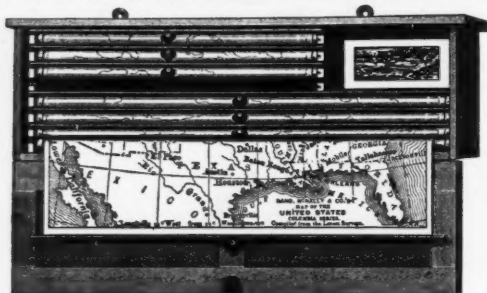
ELLIE FAIR, GALLISTEL SCHOOL.

## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Apparatus for Teaching Geography.

A careful study of the educational news leads to the conclusion that a few words concerning maps, charts, and globes, will not only not be amiss, but is a decided necessity for school directors in many parts of the country. Reports have been frequent to the effect that school boards have been sold worthless material or material unsuited to



The Ideal Wall Map.

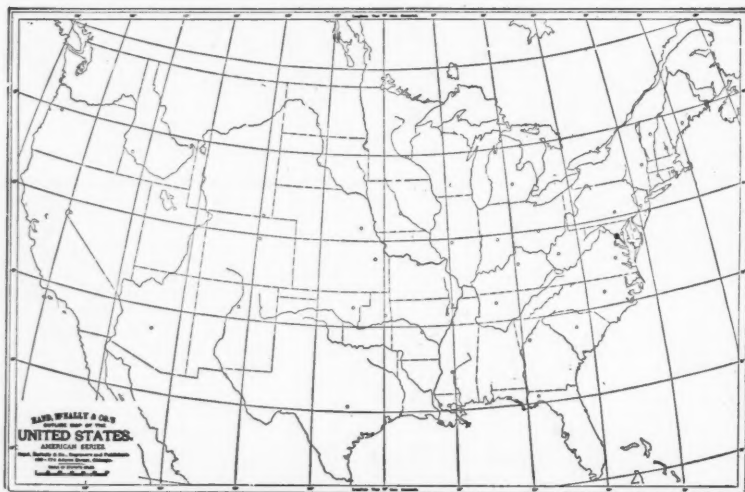
their particular grade of work, or that they have refused to buy suitable apparatus for teaching geography. A few words on these points, it is to be hoped, will give buyers suitable hints as to what is needed in this line of equipment and how it should be bought.

Almost from the moment that the study of geography is entered upon, the need of maps, charts, and globes is evident. The pupil should see the facts upon the map in order to compare them with other facts and so gain, as well as may be, a perspective of the whole field. In this way he gets in his mind a picture of each subject considered.

The aids for the study of geography are of five kinds: Maps of large size, such as wall maps; outline maps for examination or recitation purposes; atlases and geography books; charts and diagrams; globes and relief maps. For intelligent and profitable study of the geography of the world, at least two maps are indispensable: a map of the world on a large sheet and a comprehensive map of the United States.

A few years ago such an equipment was thought to be all-sufficient for use with the text-book, but of late years we have extended our interests and so additional maps have been brought into the school. For instance, at the close of the Spanish war we found ourselves interested in Asia as we had never been before. The recent conflict in South Africa revised the map of that country and created a new interest in its geography. The plans for the Panama canal have necessitated a good map of that region, and now a map of Japan and the eastern coast of Russia and Korea is necessary. In other words, to be well equipped for the teaching of geography our list of two must be considerably enlarged, altho the two maps originally named must still be included.

The map of the world should be on one sheet. The old-fashioned world-map, surrounded by the flags of all nations and other dubious adornments, may still be seen in some



A Suitable Outline Map.

country districts. But the map for the school of to-day should be preferably on the Mercator projection. The value of a wall map of this character, it is true, depends largely upon the intelligence and imagination of the pupil. He has to imagine the earth's shape converted into a cylinder and then opened along a parallel into a flat, rectangular surface. The distortion near the poles must be, of necessity, very great. Still the Mercator projection is the best method yet produced for showing the whole world to the child, in map form.

An excellent map of the United States is a paramount necessity. One from six to eight feet each way is none too



The Latest in Globe Making.

small. It should contain the United States in America and our colonial possessions. It should indicate the various details of the states and territories, the national parks, reservations, etc. The department of the interior publishes such a map.

In addition to these maps it is urged that a variety of wall maps be provided. The accompanying illustration shows a map and case manufactured by Rand, McNally & Company. It is a most excellent production and it is inexpensive. The price of such a map, marked with the imprint of this famous house, the largest map makers in America, is from \$2.50 to \$5.00. When good maps are available at such prices there is no reason for a school board or trustee's refusing to get maps or getting them from some unscrupulous agent.

The United States navy and the war department publish maps of great value and importance. These indicate the harbors and coasts not only of the United States, but also of the world. An ordinary marine chart, costing perhaps fifty cents, will do much toward arousing the interest of a school. These maps are printed on stout paper and should be backed with cloth and then mounted on ordinary rolls.

Outline maps are requisite for good and thoro geography work. The accompanying one of the United States is an excellent map published by Rand, McNally & Co. This house publishes a large variety of outline maps, which may be used in many ways in school work. The outline should be marked in white on a black surface, and this surface should be such that its use will be as easy as possible. There is no way of testing a pupil's exact geographical knowledge so quickly or so surely as to send him to the board to locate some place, color a certain locality, or draw a great trade route.

If possible, each school should have a good atlas. Most of these are expensive but they are very useful in many of the grades. Many of the better geographies, however, have such complete maps that for ordinary use nothing bet-



ter is required. In this connection it is well to mention that a set of railroad maps is a great aid in detailed work, and a valuable substitute, in a humble way, for an atlas.

Another adjunct, particularly to the teaching of commercial subjects, consists of charts. These may be made by the enthusiastic teacher with the aid of outline maps. Or perhaps large railroad maps may be used satisfactorily. For instance, in studying the commercial geography of our own country there should be charts for the areas of wheat, cotton, etc.; one for foods, another for textiles, another for coals, then building materials, metals, the great railroad trunk line, waterways, etc.

In covering the world in a satisfactory manner a globe is indispensable. No map can display or illustrate the geography of the world with clearness, accuracy, or completeness. A globe tells the whole truth and leaves nothing to the imagination of the pupil. It shows the earth exactly as it is poised in space. The pupil sees the sphericity of the earth, the inclination of its axis, the reason for day and night, for summer and winter, the real relation of the continents and oceans to each other, and numberless other truths that cannot be shown on a wall map.

School authorities are rapidly coming to realize these facts, and the best school-rooms are being supplied with globes in increasing numbers. The accompanying illustrations show two globes manufactured by Rand, McNally & Co. The "Colonial Pedestal Globe," is one of the handsomest globes yet produced. It is on a scale of 442.5 miles to an inch. The stand is of solid mahogany, with a gold-plated meridian, and the meridian and horizon are arranged to revolve on gold-plated ball-bearings. The "Relief" globe is the finest relief product yet imported. This manufacture of relief globes is to be commended highly and they are of great value in school work. These two globes represent the finest possible work in the manufacture of globes.

Where shall geographical appliances be purchased. The advertising pages of THE SCHOOL JOURNAL mention a number of supply houses which furnish satisfactory maps at most reasonable rates. Boards or trustees desiring any appliances of this kind will find it to their profit to patronize these well-established and strictly reliable firms.

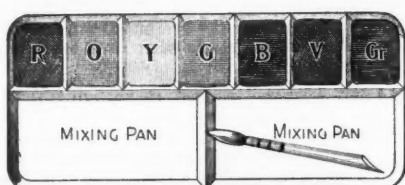
To particularize: Most of the educational publishers have excellent maps. The Johnston wall and imperial maps sold in this country by A. J. Nystrom & Co., 132-134 Lake street, Chicago, are excellent. They are an imported map and have a world-wide reputation for accuracy and good workmanship. Their physical maps are especially good.

In outline maps the Morse Co., D. C. Heath & Co., and J. M. Olcott & Co., all provide excellent maps. The Olcott "Outline Individual," contains thirty-one maps in its high school series and twenty-two in its intermediate series. D. C. Heath & Co. issue a large wall map of the United States drawn on manila paper, which is of exceptional value.

As to atlases, the Rand, McNally atlas described in these columns last spring is complete and excellent in every way. J. M. Olcott & Co. have just published a set of six atlases, each with twenty-five maps, which is worthy of investigation. For a commercial atlas the Bartholomew's "Commercial Atlas," published by the Macmillan Co., is the best published in English.

The Rand, McNally Co. publish something on all the lines into which map making may be divided. A glance at their catalog will testify to the completeness of the list. For nearly fifty years they have been the largest map makers in America. Their imprint, so school boards and teachers have learned from experience, means accuracy, completeness, and convenience. Their information is secured from official sources and each map is carefully revised. All the latest changes and discoveries of the year are incorporated in their publications.

Map making is and has always been an art. From the time of the earliest crude affairs to the elaborate and exact pictures of to-day, a great degree of skill has been necessary to give a perfected representation. But map making has kept pace with the progress of the other arts and is now at the height of its excellence. For this reason schools should be provided with good and substantial products of the many reliable houses. The expenditure of money for doubtful property on the recommendation of some unknown agent has nothing to excuse it. A knowledge of what is needed and what is best should prevent the appearance of poor cartography in our schools.



Little Artist's Complete Outfit.

### Tip-Top Duplicator.

The Tip-Top duplicator, manufactured by the Felix F. Daus Duplicator Company, 111 John Street, New York, has proved itself most satisfactory during the past few years. In every sort of a place where a duplicator can be used it has done good service.

John F. Fairlamb, auditor of passenger accounts of the New York Central railroad, says: "We have had in this office a 'Tip-Top' Duplicator, and we have found it satisfactory in every respect. We had no trouble in working it in the hottest weather. We find that it is much more economical than any other duplicator we have used."

Charles E. Mosser, general auditor of the Williamsport and North Branch railroad, says: "Your duplicator is giving me most eminent satisfaction in every particular and I can hardly see how I could be without it, considering especially its labor-saving qualities and also the fact that it is a 'Duplicator that Duplicates.'"

Such testimony as this certainly proves the value of this device. The many schools which have adopted it also testify to its good qualities.

### Aids for Teaching Colors.

The public school that does not teach its pupils about colors is robbing the children of something to which they are entitled. They have a right to expect instruction in separating colors, shades, and tints. Not so many years ago the schools did no work of this kind, with the result that more than one man has felt himself handicapped by his dense ignorance of the subject. But to-day all this is changed and the child leaves school with almost an artistic knowledge of the color scheme. Under this teaching a boy will not be able to enter college without knowing that red bricks and the green grass are not the same color. Such a case actually occurred at one of our leading universities a few years since.

In teaching colors the apparatus prepared by the Milton Bradley Company, of Springfield, Mass., has been and is of invaluable assistance to teachers. This apparatus and equipment covers the work from the kindergarten to the high school. To begin with, the Bradley color scheme has been thoroly tested and is now so well known that an elaborate explanation is unnecessary. In the kindergarten or lower grades of the primary school, interesting work may be done with glass prisms. By their use a small spectrum can be shown on the wall of any school-room having a sunny exposure during any part of the day. The use of this simple bit of apparatus will make the theory of the spectrum clear to the child at an early age, a great contrast to the old method of leaving the subject to be studied and comprehended from a dull text.

The next step in color instruction is in the use of colored papers and cards. The most satisfactory form for such material has been found to be in slips of paper, one inch by two inches. A color wheel is also a great awakener of interest in practical instruction in color. "The High School Color Wheel," which is shown in the accompanying illustration, is a satisfactory bit of apparatus. The Bradley color scheme has been prepared with direct reference to a relation of physics and the psychology of color to art instruction. This wheel is elegant in appearance, well constructed in its working parts, and is furnished with a complete set of color disks in four sizes for color analysis and demonstrations. With these disks an infinite number of tints, shades, and hues can be formed, and an interesting analysis of natural and artificial colors can be made and recorded. Familiarity with this disk work is absolutely essential to a clear understanding of the questions which immediately present themselves on beginning the study of color phenomena, even in their simplest forms.

On coming to the practical application of the principles of color in art, we submit illustrations of two sets of paints. Some such material is demanded by many phases of school work, in nature study and similar lines. The set of "Standard Water Colors" contains colors corresponding with the standards used in the disk of the color wheel, which form the basis of modern color analysis. These colors are prepared in cakes, semi-moist in pans, and moist in tubes. The "Little Artists' Complete Outfit," comprises a standard mixing palette with its seven pans filled with semi-moist colors. This outfit is especially adapted to summer institutes and for rural school work. In addition to these devices for individual work it is well to have something in the way of color charts. These give the standard colors, pure spectrum scales, complementary colors, and grays. The use of such charts in general school exercises is to be highly recommended.

The above gives almost all the aids needful for color teaching. Rightly used these devices will make the subject of color a source of constant pleasure to the child.





## The Educational Trade Field.

The past twelve months have been without precedent in the text-book field. No less than eight states have made preparations to adopt text-books. A number of cities have made changes, the most prominent among these being those in New York city to accord with the new course of study. All this has meant thousands of dollars of business for the publishing houses.

Virginia is the campaigning ground for the bookmen at the present moment. The commission has met and has taken important action in altering the conditions for adoptions. What is known as the "multiple" system is to be employed. The commission is to approve several books in each subject; these are to be submitted to the counties, and each county is to make its own selection. This choice has to be approved again by the commission. It would seem as tho this scheme involves much needless repetition and too great machinery in its working. The simplest method of adoption has usually proved the most satisfactory. The list of adoptions for Virginia will probably be completed in March.

The California text-book commission is proceeding slowly with adoptions. At the present writing the commission has adopted, in addition to the Tarr and McMurry's geography announced last month, the following United States histories: Thomas', published by D. C. Heath & Co.; Mowry's, published by Silver, Burdett & Co., and McMaster's, published by the American Book Co. The decision regarding arithmetics is expected almost immediately, and then language books and readers will be taken up.

The Kansas state text-book commission is to consider high school text-books this spring. It is the general opinion that when teachers are compelled to use uniform text-books in the high school, it is stretching the uniformity idea altogether too far.

James H. McInnes, the well known bookman, has accepted a position with D. C. Heath & Company. Mr. McInnes is widely known thruout the state of New York and in the city as well. He has been vice-president of the New York board of aldermen for two terms. He is the transportation agent of the State Teachers' Association.

Mr. Sheppard, who has become so well known to the educational world in New York city and New Jersey as the manager of the New York office of the J. L. Hammett Company, is now with Silver, Burdett & Company. Mr. Sheppard is covering the state of New Jersey, where he has many friends. He is one of the best liked men in the educational trade and his new employers are fortunate in securing him. Hosts of friends wish Mr. Sheppard success in his work as a bookman.

Hugo B. Froehlich, formerly an instructor in the Fine Arts department of Pratt institute, is now connected with the editorial department of the Prang Educational Company.

Mr. A. R. Phillips, well known in New England thru his connection with the Boston office of the J. L. Hammett Company, is now manager of the New York office of that house.

The many friends of Luther G. Newby, the Illinois and Indiana representative of Rand, McNally & Company, will regret to learn that his wife was one of the victims of the recent Iroquois theater fire. The sincere sympathy of many will go out to Mr. Newby in his sudden bereavement.

Mr. Perkins, the popular Chicago representative of Longmans, Green & Company, has been about New York recently.

Mr. Pitts Duffield, of the publishing house of Fox, Duffield & Company, New York, was married to Miss Isabel McKenna, daughter of Justice McKenna of the United States supreme court, on Jan. 6.

Mr. George H. Reed, educational manager of the Joseph Dixon Crucible Company, has been making glad the hearts of New Englanders. He spent two weeks of January in that section of the country.

Mr. Dudley Cowles, the genial Southern representative of Silver, Burdett & Company was in New York for a few days in January. Mr. Cowles and Mr. Martin, of the same house, are at present in Richmond.

J. T. Gray, of Grundy Center, Iowa, is now representing the American Book Company in that state.

Mr. Oliphant, who is connected with the New York office of Longmans, Green & Company, is now representing that house in New York state, New Jersey, and Pennsylvania.

The Indiana Text-book commission received bids for new books on Jan. 14, and the announcement of the adoptions made is expected early this month. Several of the publishers did not thoroly understand the conditions existing in the state. It was known that certain houses had been revising books under the direction of the commission and the natural conclusion was that these books would be adopted. Instead

of this the commission apparently considered itself free to choose whatever books it deemed best and the bids are on this basis.

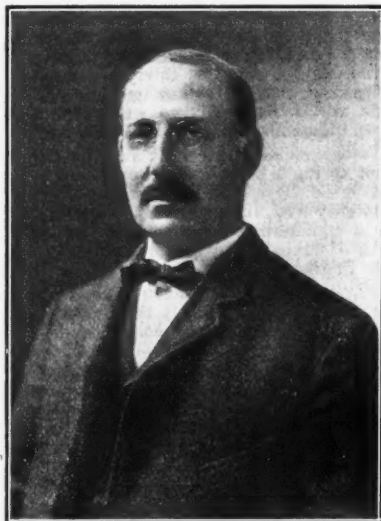
Allyn & Bacon announce that their New York office has been removed to 31 Union square, and is now in charge of Mr. Richard Alston Metcalf, formerly their representative in Western New York and Ohio. All the business from the states of New York, Pennsylvania, New Jersey, Delaware, and Maryland will be conducted thru this office in the future.

Mr. Metcalf is a welcome addition to New York's bookmen, and at the same time a loss to the educational circles of Buffalo. Before entering the trade field Mr. Metcalf had considerable experience as a high school principal. He served as principal of Salt Lake City academy, and of the high schools at Columbus, Ohio, and Princeton, Ill. He is deservedly popular all over the country, and he has a host of friends in the educational trade.

Mr. Herbert S. Kellogg, who has conducted the Kellogg Teachers' Bureau so successfully for the past fourteen years, has moved from 61 East Ninth street to 31 Union Square, the beautiful building of the Bank of the Metropolis, New York. Probably no building in that section of the city is more pleasantly located. From the windows of Mr. Kellogg's new office on the fourteenth floor there is a magnificent view of lower New York, the North and East rivers, the Jersey shore and Brooklyn.

By straightforward business methods and a kindly courtesy toward all, Mr. Herbert S. Kellogg has in these fourteen years built up for himself and his agency an enviable reputation, and his friends over the whole country wish him well. His unusual success in placing teachers, and his extensive knowledge of the requirements for various positions in the educational field should assure him a prosperous future. The hundreds of teachers whom he has aided to positions will testify in cordial words to the spirit and method of his work. May the success that has attended his conscientious labors in his old quarters follow him to the new office.

H. M. Rowe, of the publishing house of Sadler-Rowe Co., Baltimore, is the president of the Eastern Commercial Teachers' Association. The association will hold its annual meeting at New York university, Washington square, on March 31, April 1 and 2. It is a rare occurrence to find a



Pres. H. M. Rowe, of the Eastern Commercial Teachers Association.

bookman holding such a prominent position in an educational association, but Mr. Rowe richly deserves the honor because of his great efforts for the betterment of commercial education. The fact that Mr. Rowe is president of the association is sufficient proof that the commercial teachers will have a treat in store for them at the convention.

The text-book contest over the system of music to be used in Milwaukee has reached a stage where an adoption may be looked for at any time.

It is stated on excellent authority that a bill is to be introduced into the New York legislature to provide for the adoption of text-books by counties. This is undoubtedly a political move on the part of somebody, and it is to be hoped that no such bill will ever become a law. The book houses do not want such a rule and teachers everywhere want a freedom of choice in text-books.

Governor Vardeman, of Mississippi, has sent a message to the legislature urging it to consider the matter of school books carefully.

He says: "The purchase of books has become an oppressive burden upon the poor. The great number and variety of books demanded in our latter-day common school curriculum indicates that we are proceeding upon the theory that the child was created in the interest of the school book publishers, rather than that the books are made for the child."

A pet project of legislators seems to be to do something to school text-books. A wild and visionary scheme appears in a bill introduced into Congress by Representative Knapp, of New York, which would establish practically free text-books in public schools. That is, the books are to be sold to the schools for a sum which will pay only for printing and binding.

The bill provides that the commissioner of education shall obtain a full list of the latest and best editions of books used in the public schools, and shall get the owner of each copyright to submit a sealed bid giving the price at which he will sell the copyright to the government. A school text-book commission, with a representative for every state appointed by its governor, is to meet in Washington within six months and is to select such copyrights as will best supply the public schools of the country with one series of text-books in each study. The intention is that the right to publish these books shall, when secured by the government, be given free to all persons in the United States.

The managers of the St. Louis exposition say: "Publishers of educational works and manufacturers of school furniture and school appliances will give more elaborate displays than have ever been seen at any previous exposition."

Among the book houses which will probably have exhibits at St. Louis are: The American Book Company, A. C. McClurg & Company, W. R. Jenkins, Ginn & Company, Silver, Burdett & Company, Rand, McNally & Company, the J. B. Lippincott Company and the J. & C. Merriam Company. All the typewriter companies will be represented and many of the school supply houses.

The publishing house of Doubleday, Page & Company will move into the new building on East Sixteenth street, New York city, some time this month. The new *World's Work* and *Country Life in America* presses will be installed, so bringing all the departments and enterprises under one roof.

The publishing house of Charles Scribner's Sons has filed incorporation papers with the secretary of state of New Jersey. The incorporate name is Charles Scribner's Sons. The object is to do a general publishing business. The capital stock is \$2,000,000 in shares of \$100 each. The incorporators are Charles Scribner, Arthur H. Scribner, E. L. Burlingame, Henry L. Smith, and Edwin N. Morse.

The Stronghurst Manufacturing Company, of Stronghurst, Ill., has increased its working capital and has incorporated under the laws of Illinois.

The rumors of the sale of the Globe School Book Company have been officially denied. Mr. J. H. Butler, the manager, has stated that the reports are entirely false, and that the firm has no intention of disposing of their business.

Hammacher, Schlemmer & Company, of New York city, have announced that after May 1, 1904, they will do business at the corner of Fourth avenue and Thirteenth street, having outgrown their present quarters on the Bowery. This house has done business in New York for the past forty-five years, and has an enviable reputation throughout the educational trade field.

J. M. Olcott & Company have removed from 167 Fifth avenue, Chicago, to 350 Wabash avenue.

Receivers have been appointed for the Home Publishing Company and the New Era Publishing Company, both of Springfield, Ohio. The Home Publishing Company publishes the *Chautauqua Magazine*, but the magazine will appear as heretofore, a company having been incorporated for that purpose.

Many school supply agents have been under the impression that the Standard Crayon Company, of Lynn, Mass., had gone out of business since their recent financial troubles. This is not the case, however. The company have secured good financial backing and have moved their plant to Danvers, Mass. This change was made thru the company's inability to secure satisfactory help and freight facilities at their former factory. A New York city salesroom will also be opened in the spring.

School supply swindlers have robbed the Cedar county, Nebraska, school boards of something like six or seven hundred dollars. Many districts of that state have been inveigled into buying supplies at three or four times the market value. When the well established and reliable supply houses sell anything desired for the school at the lowest prices by mail, such swindles ought not to occur. A school board

which prefers to run the chance of trading with a plausible swindler rather than a reliable firm ought to make way for a board with more business acumen.

Forty-eight cities and towns in Massachusetts use Miss Tappan's "Our Country's Story," published by Houghton, Mifflin & Co.

Alabama, Louisiana, and North Carolina have recently adopted "Agriculture for Beginners," by Burkett, Stevens, and Hill. The book is published by Ginn & Co.

The West Virginia Teachers' Reading Circle is conducted by the state superintendent of schools and is certainly a valuable idea for extending culture among teachers. The following books are prescribed for all the teachers during the present year:

"Schaeffer's Thinking and Learning to Think," J. B. Lippincott Company; "Barbe's Going to College," Hinds & Noble; "Newcomer's American Literature," Scott, Foresman & Company; "Fiske's Critical Period of American History," Houghton Mifflin & Company, and Scott's Nature Study and the Child," D. C. Heath & Company.

The list of supplementary reading includes, "White's Art of Teaching," American Book Company; "Burns's Unsettling Lights of Literature," Ainsworth & Company; "Nicolay's Life of Lincoln," The Century Company; and "Hodge's Nature Study and Life," Ginn & Company.

C. S. Hammond & Company, 163 Broadway, N. Y., have sent a sample of their new map of Panama. This is the only complete map of the republic thus far engraved in this country. No matter what atlas one has, he is without a complete map of this bone of contention if he has not this map in hand.

At the present time, when the papers are full of matter pertaining to the Russian-Japanese controversy, Olcott's "Individual Outline Maps" are particularly appreciated by wide-awake teachers. For instance, the teacher can have the pupils procure from their dealer a map of Asia, at a cost of a cent or two. Then they can mark out Manchuria, Korea and Japan, the Trans-Siberian railroad, the important towns, Vladivostok and Mukden, Port Arthur, and the ports of Japan. Such work is both valuable and suggestive. For teachers wishing to try this plan, the publishers will send samples of their outline maps of Asia, or samples of other maps, as may be requested. The publishers are J. M. Olcott & Company, 350-352 Wabash avenue, Chicago, and 63 Fifth avenue, New York.

Among the most successful teachers' agencies in New York state is the Rome Teachers agency, of Rome, N. Y. This agency is under the efficient management of Dr. W. X. Crider, who had an experience of fifteen years as principal and superintendent of schools. Dr. Crider is well fitted for agency work and as a result has been extremely successful.

The Warrensburg, Mo., Teachers' Agency, altho a new comer in the field, has already made a reputation for reliability and integrity of management. The methods pursued by Manager Orville J. Orsborn are most up-to-date and fair to all parties concerned. The usefulness of a reliable agency is too well known to need further emphasis. The success of the Warrensburg Agency has been marked.

The Interstate Teachers' Agency, 614 Canal street, New Orleans, La., altho only in its third year, has built up a large business in the Southwest. The agency has the endorsement of the more prominent Southern educators. The professional qualifications, long experience, and ability of the manager assure the agency's integrity and success. It serves a wide field in a most excellent and satisfactory manner.

The appearance in our columns of advertisements of the Pope Manufacturing Co., marks the re-appearance of the bicycle industry as a sound, conservative enterprise. The business combination, into which most of the bicycle manufacturers entered, failed thru a lack of proper management. Colonel Pope developed the bicycle and is at present interested in automobiles. With his well-known ability as a business man it seems extremely likely that in the near future we shall see him developing a business on the sound and consistent basis which he has always favored.

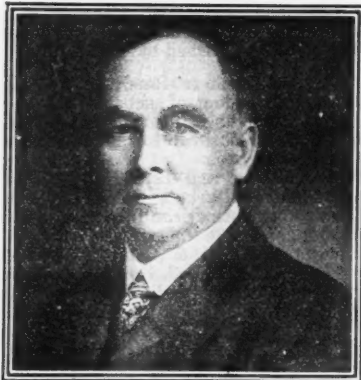
The Wisconsin State Teachers' Association did not disfranchise the bookmen, altho this was attempted. Some of the members of the association were afraid fifteen bookmen would influence 1,500 teachers too greatly.

As announced in these columns last month, the Prang Educational Company has removed to the Flattan building, 113 University Place, New York city. The headquarters of the company, the editorial department, Eastern sales department, and Eastern agency department are located in the new quarters. The new offices provide many additional facilities for accommodating the growing business of the company. The offices at 120 Boylston street, Boston, will hereafter be maintained as a branch office.



### The Novello Music Course.

Novello, Ewer & Company, 21 East Seventeenth street, New York, have recently published the *Novello Music Course*, which, as soon as its merits are known, will undoubtedly be adopted in many schools. The author of these books is Mr.



Supervisor F. E. Howard, Bridgeport, Conn.

Francis Edward Howard, supervisor of music at Bridgeport, Conn.

Mr. Howard is a Vermont man, born at Thetford in 1858. He fitted for college at Kimball Union academy, Meriden, N. H., and partially completed a college course. He left college to study law and was admitted to the New Hampshire bar in 1879. He never practiced the profession, however, but after a period spent in travel and study he began teaching music in the public schools. During Mr. Howard's student days he acquired an excellent education in music, especially in voice harmony and music literature.

Mr. Howard, with his broad scholarship and practical experience in teaching, is especially well fitted for the work of making and editing a course of music for public schools. In 1895 he published "The Child Voice in Singing," which has been accepted both in England and America as a standard work. During the last five years, in addition to his regular duties, he has been engaged upon the *Novello Music Course*. He has attempted in the series of books to give to the pupils of our schools an interesting set of songs from many sources. The books are rich in folksongs of various nations, and in selections from classical and modern composers.

This music is graded so skilfully and with so much practical knowledge that sight-singing day by day is possible. The principle upon which it is based is that in sight-singing the same faculties of the child must be aroused and kept active that are appealed to in song-singing or any other method of real music.

### School Supplies Duty Free.

The privilege of free entry is extended to practically everything imported in good faith on the order and for the use of any educational institution, except ordinary furniture, by a decision of the board of United States general appraisers. The decision sustains eight protests by Sargent & Company of Chicago, and the Kny-Scheerer Company of New York, on the assessment of various rates of duty on a variety of articles imported for the use of schools and colleges. Free entry is claimed for them under the following clause of the tariff law:

Philosophical and scientific apparatus, utensils, instruments, and preparations, including bottles and boxes containing the same, specially imported in good faith for the use and by order of any society or institution incorporated or established solely for religious, philosophical, educational, scientific, or literary purposes, or for the encouragement of the fine arts, or for the use of, by order of, any college, academy, school, or seminary of learning in the United States, or any state or public library, and not for sale, subject to such regulations as the secretary of the treasury may provide.

The question of what is and what is not entitled to free entry under this paragraph is one that has come up almost daily before the general appraisers, and has been a great nuisance to the school supply houses. This decision was written to serve as a guide to local appraisers all over the country.

In his opinion the general appraiser lays down the rule that it is the duty of the customs officers to ascertain first whether or not an article has been imported in good faith on the order of and for the use of an educational institution and not for sale. After this has been established the officer must exercise the most generous liberality in determining what articles are entitled to free entry under this paragraph of the law. He is not of course to admit ordinary furniture

and equipment which is used alike in schools and commercial houses, but anything which can be fairly classified as used in scientific or educational work.

### Trade Ethics.

Recent disclosures in regard to the supply departments of several of the school systems have led some of the publishers to point out the necessity for scrupulous management in such departments. They feel that education is one of the highest callings to which a man can devote his life. If the work of educating the country's children is such a privilege they argue that the slightest taint of corruption should be avoided. Apparently in several instances, the school management has been corrupt just as is the case of the other municipal departments in not a few of our cities.

Such a state of affairs is antagonistic to everything that is taught in the school. If the boy is taught by his teachers to be honest and above reproach, and then goes home and hears how So-and-So made a smart turn by providing the schools with coal, or paper or what not, the effect is bad. He is in danger of losing faith in the idea of honesty. Soon he reaches the point where he loses faith in the teaching he receives and as one thing taught in the school seems wrong, he believes everything taught there is wrong. Such a state of mind is infinitely worse than that of the child who knows less, but has not gained the spirit of distrust.

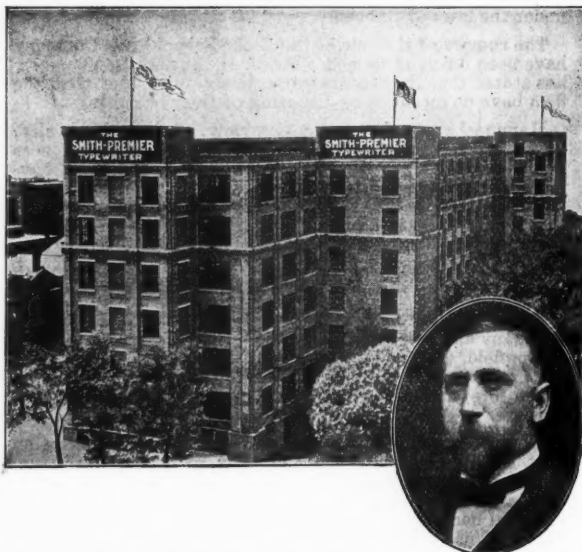
A case like this is not entirely hypothetical. It is certainly the result that must be expected if the business side of school affairs is not maintained on the high plane which the teachers try to maintain.

Of course we hope for all our municipal administrations to be incorruptible, but, as these publishers have pointed out, the most careful moral considerations should have weight in the management of the financial and business side of school systems. If all connected with such departments avoid the appearance of evil some of the gossip and ugly stories which seem to be in circulation will be stopped and the educational trade will be elevated thereby.

### Enlarged Typewriter Plant.

The accompanying illustration shows the recent addition to the Smith-Premier typewriter plant, and the inventor of the machine. This is one of the largest and best equipped factory buildings in the world, and will turn out 200 Smith-Premier typewriters every business day in the year. Mr. Alexander T. Brown is unquestionably one of the world's foremost typewriter experts. He invented the first Smith-Premier, brought it to its present perfection, and now as vice-president of this company will continue to employ his genius in keeping the machine up to its present high standard.

The excellence of construction of the Smith-Premier typewriter is well known. It is used by some of the world's largest corporations, by numerous railroads, manufacturers, and in many of the most important departments of the



The new addition to the Smith-Premier factory, at Syracuse, N. Y., and the inventor of the machine.

United States and foreign governments. The Smith-Premier typewriter is no experiment, for it has stood the test of time. More than a quarter of a million of these machines are now in use. Many of them have been constantly used for years, and to-day the sale is increasing so rapidly that the Company has been compelled to erect this large factory to supply the demand.



### Silver, Burdett & Company's Birthday.

With the beginning of 1904 the house of Silver, Burdett & Company entered upon its twentieth year. Thruout the years since its organization the company has maintained a steady growth and has won great success thru earnest intelligent work. Success founded upon such a basis is certainly well merited.

Influenced by the worth of the company's publications and the honesty and fairness of its management, the educational world has given the house the most hearty recognition and support. As an indication of the steadily-increasing confi-



Silver, Burdett & Company's New York Home.

dence educators have had in the company, it is sufficient to say that last year, 1903, showed the largest increase in business during the existence of the company. Such an increase must have been gratifying, but what makes this fact all the more notable is that it came from all sections of the country and covered the company's entire list.

THE SCHOOL JOURNAL wishes Silver, Burdett & Co. the same success in the future that the house has had in the past.

When this house first entered business the home office was in Boston. Now it has offices in New York, Boston, Chicago, Atlanta, Dallas, Philadelphia, San Francisco, and London. The accompanying illustration shows the handsome building in which the New York office is located, at 85 Fifth avenue. One whole floor and a portion of another are given up to offices, editorial rooms, shipping rooms, and other of the multiplex activities of the house.

### Ancient Bookbinding.

The annual exhibitions of bookbindings by Charles Scribner's Sons, has become an event for book lovers. These yearly evidences of public spirit have certainly gained for the house an enviable reputation and the gratitude of many book buyers. The exhibition this year was unique. It brought together unusual bindings, many of them historical, all of them famous, and some of them of great rarity. Not alone were the covers beautiful, but the books themselves had been the personal, intimate property of historical personages, frequently of royalty. They bore signatures, inscriptions, and dedications of the greatest interest to the bibliophile and the casual observer.

A book executed by the Damoiselet in 1667 for the dauphin was a beautiful piece of work. It contained examples of Latin verbs and their compounds with the French equivalents.

A dedication copy to Cardinal Mazarin, of "Jacob Garra-relli, Theologi," Paris, 1645, in red morocco, with gilt edges attracted attention. Then there were two volumes in velum, the sides and backs being entirely covered with a series of fleur-de-lis, bound for Marguerite de Valois, queen of Henry II. They were "Les Vies des Hommes Illustres Grecs et Romains." Then there was a "Psautier de David," bound for Henry III., of France in 1588.

A chained book was on exhibition. This was John Sintram's "A Treatise Upon Certain of the Books of the Bible." It

was in the original oaker boards covered with sheepskin, and had the original chain. A similar volume is in the British museum; another is at the University college, Oxford; a third in a private collection, and this was the fourth, these four being part of sixty volumes bequeathed by Sintram to his convent at Wurzburg in 1444.

### Book Trade Reform.

Many of the publishing houses belong to the American Publishers' Association which is trying to prevent extreme rate cutting in books. This has been an annoying question in the book trade for the past twenty or thirty years and it is due to this association that so little rate cutting exists at present. During the past year there have been several breaks in the solid ranks of publishers bound by the association agreement, but at a recent meeting all the members of the association reaffirmed their intention to maintain prices. Two publishers from Chicago felt obliged to withdraw on account of the peculiar laws of Illinois. The association has a case against a large New York department store which will soon be heard by the court of appeals. The latest break from prices was in several department stores which cut the prices of first rate novels to seventy-nine cents, to sixty-nine cents, to fifty-nine cents. This is not a business basis and one need not hesitate in calling this "cut-throat," "predatory" or "unfair" competition.

The publishers hope to prevent the recurrence of such an event if the courts decide the case against the R. H. Macy Company in their favor. A recent decision by the United Circuit Court of Appeals, in Chicago, is very encouraging. The case was that of the Victor Talking Machine Company versus The Fair, a large department store in Chicago. The question before the court was whether The Fair, buying graphophones from a jobber, with notice affixed thereon that they were not sold at a less price than stated in the notice, could sell these instruments at a cut price. The court held that the store had no right to cut the price and could be enjoined from so doing. The decision of the court reads in part as follows:

"The owner of a patent who manufactures and sells the patented article may reserve to himself, as an ungranted part of his monopoly, the right to fix and control the prices at which jobbers or dealers buying from him may sell to the public, and a dealer who buys from a jobber with knowledge of such reservation, and resells in violation of it, is an infringer of the patent.

"Within his domain, the patentee is czar. The people must take the invention on the terms he dictates or let it alone for seventeen years. This is a necessity from the nature of the grant. Cries of restraint of trade and impairment of the freedom of sales are unavailing, because for the promotion of the useful arts the constitution and statutes authorize this very monopoly."

This decision applies to copyrighted books as well as to patents, so that it would indicate that the reform in the book trade may go on.

### Didn't Believe

That Coffee Was the Real Trouble.

Some people flounder around and take everything that's recommended to them but finally find out that coffee is the real cause of their troubles. An Oregon man says:

"For twenty-five years I was troubled with my stomach. I was a steady coffee drinker but didn't suspect that as the cause. I doctored with good doctors and got no help, then I took almost anything which someone else had been cured with but to no good. I was very bad last summer and could not work at times.

"On December 2, 1902, I was taken so bad the doctor said I could not live over twenty-four hours at the most and I made all preparations to die. I could hardly eat anything, everything distressed me and I was weak and sick all over. When in that condition coffee was abandoned and I was put on Postum, the change in my feelings came quickly after the drink that was poisoning me was removed.

"The pain and sickness fell away from me and I began to get well day by day, so I stuck to it until now I am well and strong again, can eat heartily, with no headache, heart trouble, or the awful sickness of the old coffee days. I drink all I wish of Postum without any harm and enjoy it immensely.

"This seems like a wonderfully strong story, but I would refer you to the First National Bank, The Trust Banking Company, or any merchant of Grant's Pass, Ore., in regard to my standing, and I will send a sworn statement of this if you wish. You can also use my name." Name given by Postum Co., Battle Creek, Mich.

Still there are many who persistently fool themselves by saying, "Coffee don't hurt me." A ten-days' trial of Postum in its place will tell the truth and many times save life.

"There's a reason."

Look for the little book "The Road to Wellville" in each package.

## The Educational Outlook.

The South Dakota Educational Association adopted resolutions endorsing the efforts to improve rural schools by centralization, favoring uniformity in high school courses, expressing gratification at the upward tendency of teachers' salaries, and declaring that some modifications should be made in the requirements for first grade certificates for primary and special teachers whose duties are confined to fewer branches than are required to be taught in other grades of work.

The Detroit board of education has re-elected W. C. Martindale for a third term of four years. Mr. Martindale is a skilful administrator and has already served more years than any previous occupant of the position.

Michigan has lost a number of school buildings by fire during the past month. Coldwater and Alpena have both lost ward schools. The Jackson high school was damaged to the amount of about \$10,000 on Jan. 4. On Jan. 18 the Three Rivers high school was completely destroyed, a loss of \$30,000. The Detroit Business university sustained a loss of some \$10,000.

Under the direction of State Supt. Fassett A. Cotton, the Indiana department of public instruction is issuing monthly bulletins bearing upon the various phases of school work. They are adapted especially to the needs of the rural schools. The effort is to unify the work as far as possible, by helping to elevate the standard of teaching and improve the condition of the schools. So far the following subjects have been touched upon, in a most helpful manner: Course of study, the library, the St. Louis exhibit, nature study, school visitation, community interest, reading, and a discussion of the "formal steps" as suggested by the Herbartian school.

Seattle, Wash., is increasing its number of school buildings rapidly. Contracts for three new eight-room buildings have just been let at an average cost of \$25,000. Probably four more buildings of from eight to twelve rooms each will be constructed during the present year.

The New York state organizations of teachers which met at Syracuse elected the following officers:

Council of Grammar School Principals—Pres., William H. Smith, Binghamton; First Vice-Pres., Oliver P. Kipp, Saratoga; Second Vice-Pres., Margaret R. Brennan, Buffalo; Sec'y., Mrs. Mary

Van Antwerp, Syracuse; Corresponding Sec'y., Henry L. Fowler, Binghamton; Treas., A. B. Chriswell, Niagara Falls.

Science Teachers' Association—Pres., E. P. Von Nardroff, Erasmus Hall high school, Brooklyn; Vice-Pres., O. C. Kenyon, Syracuse; Sec. and Treas., B. F. Piper, Buffalo.

Associated Academic Principals—Pres., Howard Conant, Elmira; Vice-Pres., W. S. Steele, Olean; Sec., Schuyler F. Heron, Herkimer; Treas., E. E. Smith, Canajoharie.

The old Jersey City board of education has been reappointed for 1904. The following officers were re-elected on Jan. 14: Pres., John H. Ward; Vice-Pres., Julius Berger. The annual report of the president urged that additional school accommodations be provided at once. Jersey City has erected temporary schools on the playgrounds of other schools, and hundreds are in four-hour or part-time classes.

The board of education at Plainfield, N. J., has voted to build a new high school to cost \$125,000.

### Women's International Club.

A social and residential club for women has been formed in London under the name of the Lyceum club. Membership is restricted to women who have done literary, illustrating, educational, scientific, or medical work; who are the wives of men so engaged; who hold college degrees, or who are students in the junior or senior years in college. The club will doubtless appeal most strongly in the United States to women who go abroad frequently, but thru its information bureau it will doubtless be of service to members who cannot go to Europe.

The Lyceum club is intended to provide a common meeting ground for women thruout the world who are workers in literature and science. It will have all the features of a high-class club, and will offer facilities for refreshment, recreation, work; for obtaining information as to the professions, and for residence.

The club will afford an opportunity for the women workers in literature, journalism, science, and medicine from every country to meet on a common ground. The information bureau will give the names of editors and publishers thruout the world, literary agents, translators, and the means of obtaining research work. The American representative of this club is Miss Jessie Trimble, 403 Poplar street, Chattanooga, Tenn.

### Textile School for Texas.

Last year the Texas legislature appropriated \$50,000 for the purpose of building and equipping a school of textile engineering. On Jan. 4 work on the new school was begun. The building is designed to be a model cotton mill in every respect. It will be 174 feet long and fifty-four feet wide, and will have two stories and a basement. About a quarter of the first and second stories will be devoted to offices, lecture-rooms, laboratories, the stair tower, and the dust chimney. The remainder of each floor will be clear for machinery.

The building is to be finished and ready for the machinery by Aug. 1, 1904, and the machines will be in place in October.

In connection with the work there will be two courses in textile engineering. One will be a regular four-year course, to develop thoroly trained textile engineers. The other will be a shorter practical course, extending over two years and intended to give the benefits of technical training to mature men who cannot spare the time for a regular course.

Four Southern states already have textile schools, Mississippi, Georgia, North and South Carolina. They are all full to overflowing. In the north there are similar schools at Lowell, New Bedford, and Philadelphia.

### A Southern Fellowship.

The Baltimore Association for the Promotion of University Education has offered a fellowship of the value of \$500 for the year 1904-1905. This will be available for work at either an American or a foreign university. Preference will be given in the award to women from the South. The fellowship will be awarded only to candidates who give promise of distinction in the subjects to which they devote themselves. It will be the aim of the committee to appoint the candidate who is best fitted for the position thru original gifts, previous training, energy, power of endurance, and health.

The fellowship will be bestowed upon evidence of a candidate's ability and of her prospects of success in her chosen line of study. Such evidence will consist of her college diploma, testimonials as to superior ability and high character from her professors and other qualified judges, satisfactory evidence of thoroly good health, a statement of the work in which she proposes to engage subsequently, and last, examples of her scientific or literary work in the form of articles, or accounts of scientific investigations which she has carried out.

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### Resolve to Enjoy Old Age.

The Montana State Teachers' Association passed resolutions demanding "salaries large enough for present needs with a margin sufficient to provide for an old age of comfort and security," and endorsing kindergartens, manual training, Bible reading, a state teachers' reading circle, compulsory education, and the regulation of athletics. Among the resolutions were the following:

We demand the highest possible educational and professional qualifications on the part of all who may engage in the work of education throughout the state; merit and fitness alone should be the controlling factors in the selection, appointment, and retention of teachers; personal influence or partisan and political considerations should have no part in the matter. Teachers of acknowledged worth should not be subjected to the annoyance and uncertainty of a yearly election; care in selection, and a reasonable probation should assure every teacher a tenure of office to continue as long as services are satisfactory.

Properly heated, ventilated, and furnished school buildings are of vital importance to the health of pupils and teachers. We recommend legislation that shall require all plans for the construction of future school buildings, to first receive the approval of the state board of education before contracts can be let.

We recommend such legislative action as shall create a board of regents having supervisory control of the state educational institutions and a separate state board of education to be composed largely of practical school men who, together with the state superintendent of public instruction, shall administer the laws affecting primary and secondary school matters.

The state institutions of Montana have reached that period in their development

where they derive and command the respect of the citizens of the state. And we recommend that the young people should, as far as possible, seek their collegiate courses, their preparation for teaching, and their training for technical pursuits at home institutions, instead of attending Eastern colleges and universities.

Since we consider attractive school surroundings essential to the intellectual and moral development of the pupils of the schools of the state, we urge upon all teachers a greater interest in the improvement and decoration of both the interior and exterior of our school buildings and their surrounding grounds.

### Michigan Association.

The annual meeting of the Michigan State Teachers' Association, at Ann Arbor, was well attended and the program abounded in good things. Fine musical selections were a pleasing feature. The out-of-the-state speakers were Col. C. H. French, of Cleveland, in stereopticon lectures; President MacLean, of the University of Iowa, on "American and Educational Expansion;" Professor S. D. Fess, of the University of Chicago, on "Intimations of Two Civilizations in America;" Jessie L. Newlin, of the University of Chicago, on "The Intellectual and Emotional Elements of Literature and Reading," and Mrs. Carrie Chapman Catt upon "The Parting of the Ways."

A symposium on "The College" by the Michigan college presidents was unusually interesting and valuable.

Among the resolutions was one recommending the celebration of John D. Pierce day by the schools of the state. It was also voted to take a collection on that day to procure a bronze or marble bust of Mr. Pierce to be placed in the Michigan hall of fame.

Prof. S. B. Laird, of Ypsilanti, was

elected president, and Supt. E. D. Palmer, of West Bay City, was re-elected secretary.

### Missouri Notes.

Missouri employs 16,000 public school teachers, enrolls 720,000 children and pays the teachers \$5,200,000. Sixty-five per cent. of the teachers are in the rural schools. These instruct fifty-nine per cent. of the children and receive forty per cent. of the pay.

There are 252 Catholic schools in the state, employing 1,260 teachers and enrolling 36,236 pupils. Fifty-three of these institutions are academies and colleges.

About \$50,000 was spent for rural school libraries last year. This is a substantial increase over the previous year and amounts to ten cents per pupil.

The State Teachers' Association has declared in favor of a truancy law, a law fixing a minimum salary for teachers and a fixed income for state educational institutions. It commends summer schools, county teachers' associations, and the effort to have a school exhibit representative of every county and all classes of schools.

The average annual salary paid teachers in the cities and towns of Missouri is \$520; in rural districts \$225. The average length of term in towns and cities is 171 days; in rural schools 126 days.

There have been twice as many go school-houses built during the past year as were erected in the state during any previous year. The salaries of teachers have increased perceptibly.

One of the unique features of State Supt. W. T. Carrington's annual report will be a complete history of Missouri educationally, up to the year 1875, with comments from several men now living, who had much to do with the schools between 1840 and 1860.

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The book is most teachable and easily handled. Besides being pedagogical, it has numerous aids for teachers. The summaries, topical outline, suggestions at the end of each chapter, and the book references add greatly to the value of this work.

The illustrations and maps, nearly 600 in number, constitute one of the strongest features of Professor Tarr's book. Every illustration means something; it elucidates the text; it is the best substitute for being on the ground.

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## The Greater New York.

Comptroller Grout has announced the appointment of Miss E. G. Ford, until recently assistant superintendent of schools in Detroit, to investigate the mixed school classes in New York city. The object of the investigation is to cut off the bonuses which the teachers of these classes receive. Teachers now are receiving a bonus of five dollars a month where their classes are forty per cent. or more boys for upward of twenty days each month.

The work of the school janitors during the recent cold spell was excellent. The strain upon them was great but they acquitted themselves nobly, and as a result the building department is greatly pleased. Complaints have been received from only sixteen schools because of broken pipes, and only three of the 540 janitors have had charges preferred against them for negligence. Hundreds of the men stayed by their fires night and day for a time. The temperature of the schools must be kept above fifty degrees, and this meant constant vigilance with the mercury hovering around zero outside. Then there was an unusual amount of work to do on account of the mud brought into the schools. In view of these facts the janitors deserve great credit for the manner in which they met the recent strain and the way they overcame the difficulties.

A delegation of representatives of educational settlement and charitable organizations recently called upon Mayor McClellan to protest against putting temporary schools in the small parks. Pres. Charles B. Stover, of the Outdoor Recreation league, was the spokesman. He said that the organizations represented were unanimously opposed to the small parks plan. "Our experience has been,"

Mr. Stover said, "that buildings temporarily used for school purposes almost always become permanent schools." He suggested that thousands of children could be accommodated in the space under Williamsburg bridge, and by renting halls and vacant stores.

The mayor apparently had no sympathy with the objectors and brought the interview to a speedy termination.

The local school board of the first district has elected the following officers for 1904: Daniel C. Oliver, chairman, and John H. Daniels, secretary.

At the annual meeting of the local school board of the Fifteenth district the following officers were elected: Benjamin Blumenthal, chairman; Dr. Sophia B. Scheel, secretary. Mr. Blumenthal presented a report in which he stated that the new school building situated on Eighty-second street, between First and Second avenues, will be opened about February 1. It will provide 1,200 seats for the benefit of the children in the district now on part-time.

Teachers College is offering a new course in pedagogics, designed to satisfy the requirements of Sunday school teachers. It is to be given from February to May, and will be conducted by Dr. Richard Hodge, lecturer in Biblical literature. The subjects considered will embrace child study, religious psychology, methods of Sunday school teaching, including manual work and Sunday school grading and curriculum. Some practical study will be made of Palestine and its geographical details.

Plans for the new Hebrew Technical Institute for Girls have been filed. The building will be located at the south-east corner of Second avenue and Fif-

teenth street, and is expected to cost \$275,000. It is to be a seven-story fire-proof structure, 112 feet front and sixty-six feet deep, with a facade of limestone and brick. On the first floor will be a library and a combined kindergarten and club-room, and an assembly room two stories in height. Class-rooms for dress-making, embroidery, and millinery will occupy the second and third floors, and study rooms for the miscellaneous classes the fourth and fifth floors. A two-story gymnasium, with a large running track, will be fitted out in the upper stories.

A number of changes have been announced for the Columbia summer session this year. Four new courses will be given in the department of English. Six new courses, including work in Italian and Spanish, will be given in the department of Romance languages. Last year there was no work in domestic science, geography, or mechanical drawing, but these departments are to give nine courses this year.

Among the additions to the teaching force will be Drs. Woodworth, Montague, and Sherman, and Professor Meylan of the university. Professors Monroe and Dodge, who were at the summer schools of the Universities of California and Tennessee, respectively, last year, will return to Columbia this summer. Other notable additions are: Prof. Lewis Burton Alger, of the University of Michigan; Prof. Charles Sears Baldwin, Dr. Charles H. Judd, of Yale, and Supt. C. N. Kendall, of Indianapolis, Ind.

The committee on employment for students at Columbia university has announced that it aided about 200 students to earn part of their expenses during 1903. The total amount earned directly thru the committee was \$25,107. In addi-

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tion, \$48,532 was earned by students without the direct aid of the committee. Of the total earnings, \$31,401 was made during the summer vacation, and \$13,681 during term-time.

#### East Side Fagins.

There exist on the east side of New York city a number of "Fagins," who take their prey from the primary schools east of the Bowery. The school officials have been making strong efforts to get the boys out of the clutches of these men. As a result of the endeavors Miss Rufina A. Cregin, principal of the primary department of P. S. No. 42, and Miss Julia Richman, the district superintendent, appeared in the Essex police court as complainants. They accused a prisoner of making a living out of the earnings of their pupils. Miss Richman brought eighteen boys, whose ages ranged from eight to seventeen, as witnesses.

Miss Richman said to the magistrate: "The boys are organized into gangs with leaders. They are first taught to steal such small things as apples from push-carts. This is the first step. Then they advance to the stage of picking pockets, and finally they get bold enough to take watches. The principal incentive for this thieving is to get money enough to go to the theaters. It is a shame that these small boys are allowed to go to the theaters. The managers should be ordered not to admit children to the theater unaccompanied."

Miss Cregin described the workings of the "Fagin" system carefully. She has been principal in her present school for three years, and has seen the workings of the system among her pupils. The number of pupils is 1,500, and perhaps there may be ten of some nationality other than Russian Jews.

"One man," said Miss Cregin, first attracts the children by offering them five or ten cents, and then he shows them how they can make more pennies by picking pockets. When they become sufficiently expert he starts them out to work, and everything they get goes to him. The "Fagins" get hold of the boys most often when they are playing truant. I have very few truants now, because those who have the habit are obliged to report to me several times a day.

"A peculiar thing is that some of these boys whom I have discovered to be thieves are so remarkably well behaved in school. Two of them, in fact, were monitors when I finally discovered one of them. He put on an air of injured innocence and recited to me in singsong a speech he had evidently written out and which began, 'It is the misfortune of the innocent to be accused.'"

#### Educational Council.

The largest attendance of the year greeted Dr. F. M. McMurry, of Teachers college, at the regular meeting of the New York Educational Council. His subject was, "Teaching Children to Study." The speaker said that the overcrowding in the course of study could be eliminated only by reducing friction. This should be done by teaching children how to study. So far we have been considering how children study when a teacher is present, but we ought to eliminate the teacher and then consider the problem.

After suggesting a number of topics which the subject involved Dr. McMurry gave his attention to the one topic, "What is meant by thoroughness?"

"The ordinary notion of thoroughness," he said, "is that it deals with details. 'Look out for details and you will have knowledge,' has been the basis of our idea of thoroughness. This notion is correct in such elementary subjects as reading, writing, and arithmetic, but it is all wrong in other fields. Good studying is away beyond the accumulation of facts. The real fruitage of study is when facts

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"Pupils ought to have different rates of studying. This would involve skipping; teach the boys and girls that skipping is not a crime but often a virtue. We have too much respect for the average text and are often too careful and too thoro.

"One of our faults is that we do not scold the children for the right things. We ought to scold them oftentimes for memorizing some details. Thoro study involves organizing the subject matter so that the pupil gets the main thoughts, with sufficient details, at different rates of studying, and with a proper perspective thoroughness involves approaching a point from all sides."

## Temporary School Buildings.

At the meeting of the board of education a committee submitted a report on the mayor's plan for temporary school buildings. The general part of the report read as follows:

In no case does your committee recommend the erection of temporary buildings upon sites owned by the board of education, but, on the contrary, upon lands located in public parks or on vacant plots to be hired for this purpose.

In presenting this matter your committee desires to make plain the fact that in the planning and erection of the proposed temporary buildings, the health and comfort of both pupils and teachers would have first consideration, and from the results already obtained in this respect, feel assured in saying that the premises will be more suitable for school work in almost every way than many of the present old, worn out permanent buildings, or anything that can be hired for school purposes.

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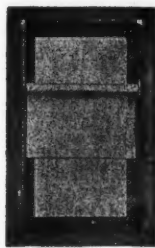
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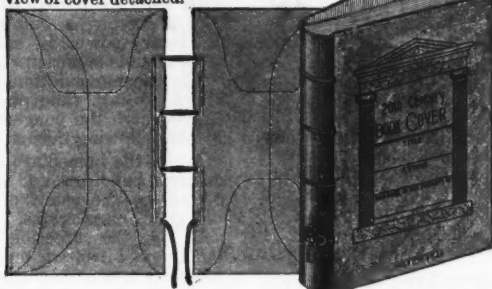
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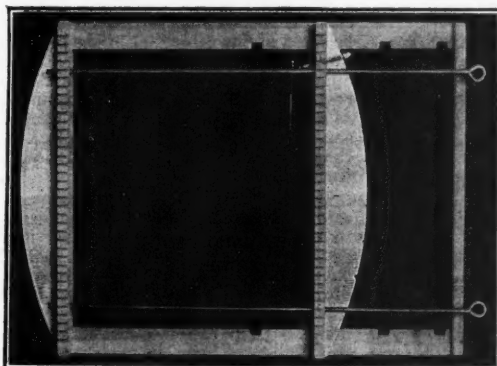
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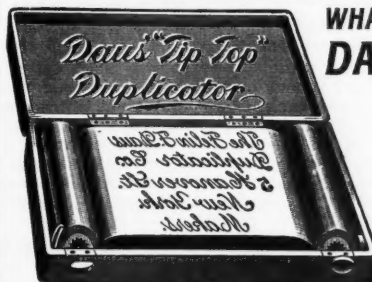
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communicating with advertisers.

(Continued from page 170)

heated, the sanitaries being placed at  
points best suited for the purpose.

In carrying out the proposed scheme it  
will be necessary to obtain some conces-  
sions from the bureau of buildings in the  
several boroughs, but as each has dis-  
cretionary power in such matters, but  
little trouble is anticipated on this point.

The recommendations provide for the  
relief of part time pupils in those dis-  
tricts where the congestion is greatest  
by the following means:

A. By the immediate erection of per-  
manent buildings and additions on sites  
owned by the board of education, pro-  
viding 187 class rooms.

B. By the erection of temporary  
buildings: First, on public parks, etc.,  
145 class rooms; second, on vacant land  
to be hired for the purpose, 192 class  
rooms. Total, 337.

It is estimated that the temporary  
buildings can be erected for about  
\$500,000, providing accommodations for  
16,850 pupils, thereby reducing the number  
of part-time pupils by 33,700.

### Amended By-Laws.

A number of amendments to the by-  
laws have been suggested by the board  
of superintendents. All of them seek to  
relieve some difficulty which has arisen  
in the school system recently. Among  
them are:

In high schools having part-time  
classes, the sessions of these classes may  
be fixed at the discretion of the principal,  
provided that each pupil shall have the  
number of recitations per day and week  
required by the courses of study in high  
schools, and provided that the morning  
session may begin at 8:30 o'clock and  
that the afternoon session shall not con-  
tinue later than 5 o'clock.

The term "mixed class," as used in  
said revised charter, shall be understood  
to mean a class of boys and girls in one  
or more of the grades from 1A to 8B in-  
clusive, in which the aggregate number  
of days of attendance of the boys in such  
class for the month immediately preced-  
ing the preparation of the regular pay  
roll shall have been not less than forty  
per cent.

As it has been difficult to secure cook-  
ing teachers, the requirements have been  
reduced by adding the following alterna-  
tive qualifications:

(c) Graduation from a satisfactory  
high school or institution of equal or  
higher rank, or an equivalent academic  
training, or the passing of an academic  
examination; and the completion of a  
satisfactory course of professional train-  
ing of at least one year, followed by two  
years' successful experience in teaching  
cooking.

The new by-law relative to the term  
of office of assistant director of special  
branches reads:

Sec. 41 (subdivision 1)—Upon the  
nomination of the board of superintend-  
ents, the board of education shall appoint  
such directors of special branches as it  
deems necessary for the term of six  
years, and upon the like nomination such  
assistant directors of special branches  
as it deems necessary. Such directors  
and assistant directors shall be subject  
to the supervision and direction of the  
city superintendent. No person shall be  
eligible for election as director of a spe-  
cial branch, such as music, drawing,  
kindergarten, etc., who is not (a) a gradu-  
ate of a college or university recognized  
by the University of the State of New  
York; and (b) a graduate from a course  
of professional training of at least two  
years in the special branch that he is to  
supervise or teach; and (c) a teacher of  
that special branch with at least three  
years of successful experience.

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### Society of Educational Research.

The Society of Educational Research will hold its annual meeting in the Law Room, New York university, on Feb. 8 at 10 a. m. The president of the society will deliver an address. Prof. Thorndike, of Teachers' college will lecture on "What Constitutes an Efficient Teacher of Geography." Dr. J. M. Rice, editor of the *Forum*, and director of the investigations of the society, will give his report for the year.

### The Groszman School.

The Groszman School for Nervous and Atypical Children, now located on Washington Heights, New York city, is to be moved to Plainfield, N. J., early this spring. The school has outgrown its

present quarters, so Dr. Groszman has purchased a new home where it may expand and develop. The property is located on the crest of Watchung mountain, 500 feet above sea level, commanding a fine view of northeastern New Jersey, New York city and harbor, and, on the west, the picturesque Washington valley.

The new home of the school comprises about twenty-five acres of land, a large main building, recently erected and formerly used as a hotel, several cottages, and a stable.

Its location so high above tide-water, with its dry, clear air, has made the place known as a health resort of no mean qualities. The main building alone can accommodate pupils and teachers comfortably, but the cottage system will

be developed gradually. The buildings are now being entirely overhauled; a new heating plant and new plumbing are being installed, and several important alterations, including fire protection of the most modern kind, are being made so as to fit the place thoroly for the purposes of the school.

W. S. Rowley, M. D., Cleveland, O., writes: I take great pleasure in saying that I have found antikamnia tablets very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action. I prescribe antikamnia in five-grain tablets giving one every two or three hours.—North American Practitioner.



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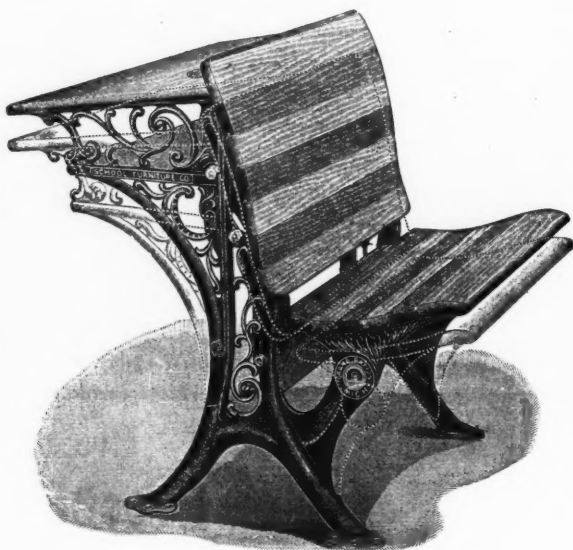
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### The Morris High School.

The new building of the Morris high school was opened on January 25 by Principal Goodwin, his corps of teachers and an army of pupils simply taking possession. The handsome structure is not yet completed, in fact several months' work still remains to be done, but the great pressure for school accommodations rendered it expedient to move in. The old high school, and its several annexes have been turned over to the elementary schools.

The building holds a prominent position, and can be seen for miles around towering above the other buildings. The location is at One hundred and Sixty-sixth street and Jackson avenue.

The site on which the school stands is about ten feet above the street grade. Advantage has been taken of this fact and the building, with a frontage of 312 feet, has a basement story extending over somewhat more than half the building. On the Jackson avenue side is a sub-basement, in which are the boilers for the heating and lighting apparatus and for running the elevators, of which there are two in the building.

Above the basement are five stories containing seventy-one rooms, including class-rooms, lecture halls, and laboratories. A large room on the third floor, in the center of the building, is to be devoted to the purposes of a library. Forty-six of the rooms are of the usual school size, but are so arranged that they are near the light. In addition there are twelve laboratories for chemical, physiological, and physiographical research, and for experiments, three large lecture rooms, and four study halls, one on each floor. On the ground floor is a large assembly hall, capable of seating more than 700 persons. There are two gymnasiums, one for the boys, the other for the girls. There are accommodations for 2,800 students in all.

A kindergarten training course has been established at the Chicago normal school. It includes two years' work in kindergarten theory and practice, together with such training in general pedagogy as may be deemed necessary to prepare for work in the public school kindergartens of Chicago. Students successfully completing this two years' course are to be given certificates to teach in the Chicago public school kindergartens.

Mr. Edward Wildeman, a teacher in the Pullman school, Chicago, has been appointed principal of the Henry Clay school.

Georgiana A. Seaman, principal of the Henry Clay school, Chicago, has been transferred to the principalship of the Myra Bradwell school, made vacant by the death of Miss Irene Fort.

Miss Fannie M. Sollitt, a former teacher of music in the Chicago schools, who was displaced by reason of the reduction of the force in 1902, has been appointed a special teacher of music. She fills the vacancy caused by the death of Miss Emma D. Munn.

At a recent meeting of the Chicago Institute of Education Prof. William E. Watt scored some of the present-day school practices. He said that the system of seating pupils in schools on hard wooden benches, together with the position that the pupils are obliged to assume, causes weak and unhealthy children. "If we reared our sons and daughters," he declared, "with as much intelligence as the farmer exercises in raising stock, there would be far more sound men and women among us. Sitting in a bad position all day, breathing air contaminated by forty or more sets of lungs working there by the hour, and

scolded more or less one-third of the time, as the teachers are easy or hard to please, the child gets used to submission. He sits quietly, while he knows that wrong is done all about him. He learns to cheat in examination. He practices sly conduct. He sometimes does worse."

### Cadet and Substitute Ratings.

The Chicago board of education has provided for a more equitable rating for cadets and substitutes than has existed in the past. Superintendent Cooley made the following recommendations, which were adopted:

"After an experienced teacher or cadet shall have qualified for and shall have had her name placed upon the eligible list in accordance with the foregoing rule, the mark which shall determine her position upon the eligible list thereafter shall be computed as follows:

"At the end of the first term of school following after the placing of the name of an eligible person on the list for appointment the superintendent shall cause the record of the work of such teacher or cadet subsequent to the placing of her name on the list to be examined, and the mark of such teacher or cadet shall then be determined by taking the average of three (3) marks as follows:

"1. Scholarship average at graduation from the Normal school, or average standing in the examination at which certificate was secured.

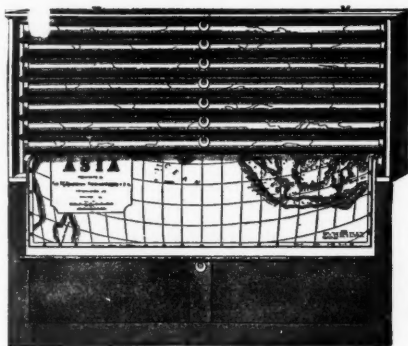
"2. The cadet or substitute record previous to being placed on the eligible list.

"3. The cadet or substitute record for the term just closed, provided that the cadet or substitute shall at that time have served for a minimum period of at

(Continued on page 177.)

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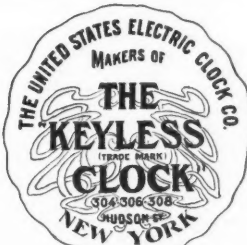
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(Continued from page 171.)

least two months after the placing of her name upon the list.

"At the expiration of one year after the placing of a teacher's name upon the list for appointment in accordance with the rules, and at the close of each term thereafter, the mark which shall determine a teacher's rank upon the list shall be the average of her efficiency records as substitute or cadet during the year then ended, provided that the teacher shall have taught as substitute or served as cadet for at least four months during this year; and provided that the rank of a former teacher shall be determined by her record during the last year of former service until the close of the term succeeding the placing of her name upon the list, at which time her rank shall be determined by the average of her former service and substitute service until a year shall have elapsed, when her rank shall then be determined by the record of her substitute service alone."

### Recent Deaths.

Cyrus Jordan, ex-president of Hillsdale, Mich., college, died on Jan. 17.

Lewis H. Dutton, master of the Hancock school, Boston, died recently. He had taught in Boston since 1870.

Gen. William Chauncey Kibbe, at one time principal of P. S. No. 19, Brooklyn, died on January 24.

Prof. Ralph C. Hibbard, of the chair of elocution at Wesleyan university, died suddenly on January 26. He had been a professor at Wesleyan for twenty-five years.

Prin. Arthur C. Chaffee, of P. S. No. 9, Paterson, N. J., died suddenly on Jan. 18. Mr. Chaffee was a native of Favius, N. Y., and was a graduate of Cornell university. He had been connected with the schools of Paterson since 1897. Mr. Chaffee was a member of the New Jersey State Teachers' Association and the New York Schoolmasters' club.

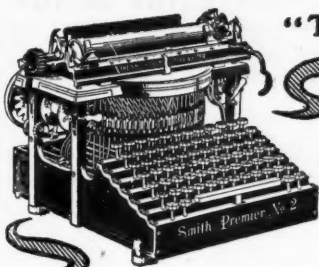
George Leon Augé, who has been an instructor in French and German in the schools and colleges about New York, died on Jan. 20. Mr. Augé was born in Paris but came to this country twenty years ago. He taught successively at Georgetown university, New York university, and City college.

The Augé system of studying the French language, which was originated by Mr. Augé, has been tried with success in many of the New York schools and has been approved by the board of education. During the past five years he had used the system in the De Witt Clinton high school.

### Current Magazines.

*Scribner's Magazine* for February begins one of those series which, from the days of the Thackeray Letters to the Waddington Letters, have been characteristic of this magazine. Mrs. George Bancroft's Letters from England are a worthy successor to these notable literary achievements. Mrs. Bancroft was a brilliant woman, born in Plymouth, Mass., and all her life associated with people of distinction. As a young girl she was a great friend of Emerson and his wife, and of many of the Brook Farm people. She married George Bancroft, the historian, in 1838, and when he was sent to England as minister, in 1846, she wrote these letters, principally in diary form, to her children.

"How to Live Long" is the subject of a contribution to the February *Century* by Roger S. Tracy, M.D. Dr. Tracy believes that moderation in diet has more to do with prolonging human life than any other one thing. This moderation in eating will be the text of his article, with helpful advice on the best hours for rising and retiring, and on exercise, cleanliness, and equanimity of spirit.



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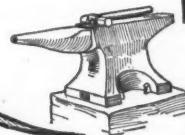
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## New England.

President William De Witt Hyde, of Bowdoin college, has stated that the reason he did not accept the secretaryship of the Massachusetts board of education was because he thought Bowdoin was his field. "I concluded," he says, "that the college, after all, was my work. And that was what I told the board. I never expected that the mention of my name with the place would become public, but when it did so, my decision not to accept the secretaryship had already been made."

The annual meeting of the Boston Evening Schoolmasters' club was held on January 23. The following officers were elected for the ensuing year: President, B. F. Guild; vice-president, Frank P. Speare; secretary, L. F. Elliott; principal, A. K. Whitcomb, of Lowell, spoke of the two divisions of evening schools in his city, one being compulsory and the other voluntary.

Emperor William has conferred upon Prof. Kuno Francke, curator of the Harvard Germanic museum, the Imperial Order of the Red Eagle. This is taken as an indication of the great interest that the emperor maintains in the work of the museum.

The Boston high and grammar schools have had a special fire drill to test the system thoroly. The masters made an accurate calculation of the time required to clear and fill the schools. One school was cleared in one minute and the longest time reported was five and a half minutes. Two schools were filled in a minute and a half and a number required the five minutes and a half. The average length of time required to clear the seventy schools of pupils was a few seconds over two minutes and a half.

Superintendent Seaver is now at work on a code governing the conduct of pupils in case of fire. Every principal will be expected to follow the general code, with a certain amount of license to meet existing local conditions.

The report comes from Boston that an alliance between Harvard university and the Massachusetts Institute of Technology is one of the educational possibilities of the next few months. If this should be brought about it would be distinctly an alliance and not an absorption of one institution by the other. The result would probably be the limitation of the Lawrence Scientific school of Harvard to pure science, and the transfer of all the engineering instruction at Harvard to the Institute. The compelling argument for such an alliance is the economy, the actual waste of money, brains, energy, and accomplishment, involved in the upbuilding and maintenance of two rival technical institutions, three miles apart.

The thirty-seventh session of the Harvard summer school will open on July 5 and continue until August 13. Sixty-seven courses will be offered in all. Prof. Royce will give two new courses. Mr. Copeland a new course on English and American men of letters, and a new course in drawing and painting will be conducted by Dr. D. Ross. The committee in charge of the school consists of Professors N. S. Shaler, H. S. White, P. H. Hanus, J. L. Love, B. S. Hurlburt, J. D. M. Ford, and G. W. Pierce.

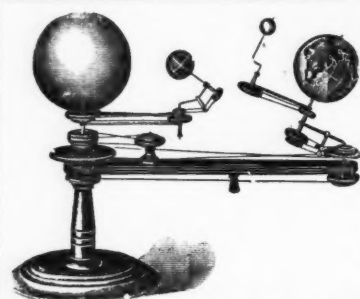
Miss Florence Holbrook of the Forestville school, Chicago, and author of the Hiawatha Primer and the Book of Nature Myths, spoke to a full gathering of the Middlesex county teachers at their an-

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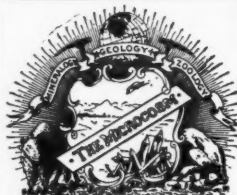


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nual meeting in Boston. Her subject was "Literature in the Grades," and her talk was based upon the course in English literature used in the Forestville school. This course has been printed by Houghton, Mifflin & Company, and will be supplied upon the request of any teacher.

Prof. N. S. Shaler left Harvard the first of January for a six months' vacation, which he will spend in the Mediterranean countries, going up the Nile and then thru Palestine and Greece. He publishes next month thru Houghton, Mifflin & Co. an important book on "The Neighbor, a Study of Race Prejudices," dealing with perhaps the most important group of problems that concerns modern states.

The annual report of President Capen, of Tufts college, makes an urgent appeal for an endowment of \$1,000,000 to provide for the rapid growth of the college. Accommodations in every department are taxed to their utmost.

At dedicatory exercises of the new Clark university library, Pres. G. Stanley Hall announced a gift of \$100,000 to the university from Andrew Carnegie. The gift is unconditional.

Thru the gift of George A. Ayer, of Easthampton, Williston academy is enabled to offer two new Latin prizes of \$25 and \$20 for the most finished translations, prose or poetic, from Latin into English.

## Literary Items.

The *International Studio* for February opens with an article on the paintings and etchings of Sir Charles Holyrood, by A. L. Baldry. A subject that will be of great interest to Americans is that treated by Prof. Hans W. Singer, entitled "Recent German Lithographs in Colors." An interesting study of the French Pastellists of the eighteenth century is contributed by Armand Dayot. Mr. A. S. Levetus publishes an interesting article on "Modern Austrian Wicker Furniture." Other articles are "The Drawings of Stephen de la Bere by L. Van der Veer, and Jules Cheret's Drawings in Sarguine."

The American Book Company has published the following books "Outlines of Greek History," Prof. William C. Morey, University of Chicago; "Poets of the South," Prof. F. V. N. Painter, Roanoke college; "Macaulay's Essay on Milton," edited by Edward Leeds Gulick, Lawrenceville school; "Shakespeare's Merchant of Venice," edited by Prof. Felix E. Schelling, University of Pennsylvania; "Laura's Partir a Tiempo," edited by Prof. Edwin B. Nichols, University of Pennsylvania; "Dumas, Les Trois Mousquetaires," edited by C. Fontaine, New York High School of Commerce; "Fouque's Undine, edited by Prof. J. Henry Senger, University of California; "Easy First French Reader," L. C. Symes, De Witt Clinton high school, New York; "Moliere's Le

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Bourgeois Gentleman," edited by P. A. Roi and W. B. Guiteau, Toledo Central high school; "Sandeau's Mlle de la Seigliere, edited by Elizabeth M. White, Erasmus Hall high school, Brooklyn, N. Y.; "Scheffel's Der Trompeter von Sakkingen," edited by Valentin Buehner, San Jose, Cal., high school; "Beginners' French," Victor E. Francois, City college, New York.

Mrs. Cynthia Westover Alden, president-general of the International Sunshine society, has just finished her comprehensive book upon ways in which women can earn money. Mrs. Alden's book, "Women's Ways of Earning Money," is the first volume in the Woman's Home Library, which Mrs. Margaret E. Sangster is editing for A. S. Barnes & Co.

The February issue of the *Metropolitan Magazine* contains what is unquestionably the best short story by Anthony Hope ever published. It is entitled, "Mrs. Thistleton's Princess." The first of a series of new Ade articles to appear in the *Metropolitan* is Mr. Ade's appreciation of New York. E. H. Sothern, the actor, is another of the noted contributors to the issue. Four automobile contributions make this issue attractive to those particularly interested in the horseless vehicle.

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